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THE

B. S. N. S.

QUARTERLY.

FEBRUARY, 1894.

State Normal School,
Bloomsburg, Pa.

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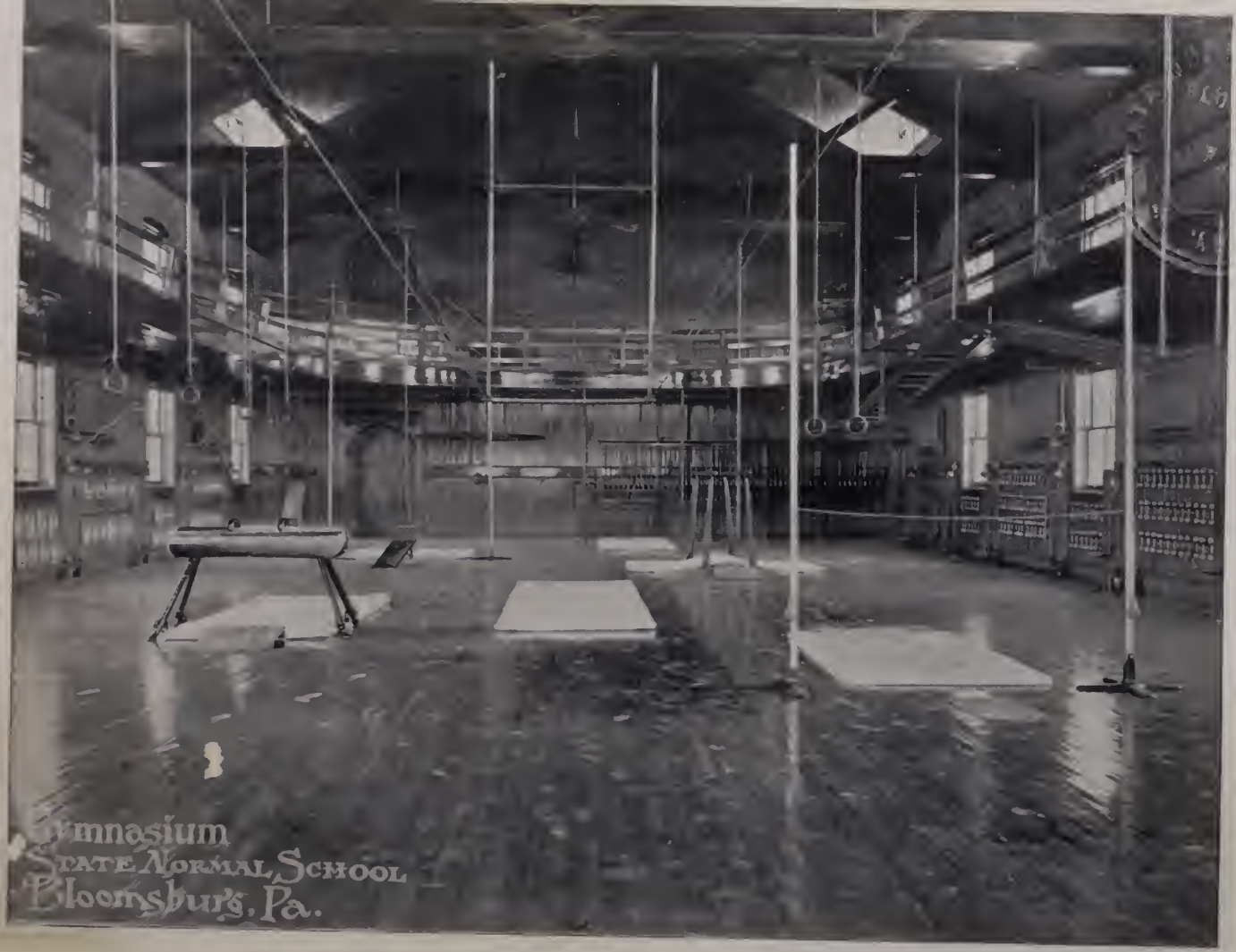
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Bloomsburg, Pa.

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B. S. N. S. Quarterly.

A publication of the Faculty and Students of the Bloomsburg State Normal School, devoted to the interests of the School and of Education in general.

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FOR some months past the feeling has been growing among those who have the welfare of the Bloomsburg Normal School at heart, that there should be some medium of communication between the school and its graduates and friends. Changes of interest to all are constantly taking place as a result of the steady growth of the school and ideas are being constantly developed which should be of use to former students who are engaged in teaching.

To provide this medium of communication between the Normal and her children, the schollars who have gone out from her walls, the B. S. N. S. QUARTERLY has been established. From the many warm expressions of pleasure and approval with which the announcement of our purpose has been received, we believe that our undertaking is destined to succeed. Nevertheless, we need your hearty co-operation, both financially and otherwise to make it a journal which may fitly represent our noble Institution and the cause of Education it so worthily upholds.

ALL who were present at the anniversary of the Calliepian Society last year remember with pleasure the excellent presentation of Mrs. Frances Hodgson Burnett's "Esmeralda.' This year the Calliepians will offer as the entertainment readings by Prof. Mark B. Beal, of Michigan, who was for a number of years at the head of the Rochester School of Oratory. Prof. Beal comes to us so highly recommended by the best authorities in the line of expression that the Calliepian Society is to be congratulated in advance upon securing such talent.

IT IS of interest to note the tendency of the times, in very many of our modern educational instutions, toward the abolishment of the old fashioned system of dictatorial rule on the part of the teacher, and the establishment of self government and self

restraint on the part of the student himself. At Williams, Cornell, Bryn Mawr and several other colleges, all matters pertaining to disicipline are in the hands of the students and are managed through the "Senate" a body of students elected by their fellows. In all cases the system has been successful in its application and many abuses which seemed beyond the power of the Faculties to correct, have been summarily and satisfactorily dealt with by the students.

Now if there is anything in this matter of elf government, it ought to be carefully sidered with reference to its adoption to Normal School methods and needs. While the establishment of a school "Senate" is out of the question, the most important part of this theory is quite within our reach and is, in point of fact, the basis of the discipline of the Bloomsburg Normal School. The student is burdened with no long list of regulations to be observed. Of course, a certain programme, by which the daily work is to be carried on, is necessarily observed by every student, but beyond this, we have really no regulations save such as the student will readily perceive to be necessary to the satisfactory performance of his duties here. All students are expected to extend to their fellow students and to their teachers that manly and womanly conduct and consideration which they desire to have extended to themselves. The system is one that works well in practice, makes the relation between teacher and student a more friendly one, and renders the student himself more reliable and self dependent.

For several years there has been considerable talk at the regular Alumni meeting, relative to an Alumni Memorial. A number of things were mentioned but nothing ever took took definite shape until last June. In this meeting, when there were present nearly two hundred members of the association, a motion was made, thoroughly discussed, and unanimously passed that the chairman of the excutive committee during some time of the present school year, 1893–1894, issue a card to all the members of the Alumni Association, setting forth the purpose or intent of the aforesaid motion namely—that each member of the Alumni Association contribute one dollar ($1) toward the grading and putting into proper repair of an athletic field on the campus lying to the west of the buildings.

This, however, is now a thing of the past. The rapid growth of the school made the need of an athletic field so urgen that the Board of Trustees took the matter in hand, and early last fall began and but for the setting in of winter would have entirely finished this work. They will go on in the early spring and put this field in excellent condition.

. Now, will the Alumni listen to a suggestion from the Quarterly?

Two years ago the trustees, at great expense, transformed the upper story of the *original* building, called Institute Hall, into a magnificent auditorium, one of the finest and most comfortable anywhere. The old classrooms of the first story, however, while they have been comfortably furnished with arm chairs, each supplied with a writing tablet, are in other respects unchanged. The black-boards need renewing, the walls should be tinted as in the auditorium above, and the corriders should be wainscoted and tinted. One dollar from each of the alumni would make the same transformation here as in the story above. Could there be a more fi[illegible] alumni memorial than to remove [illegible]ld class-rooms in the only building that dates back previous to the beginning of the Normal School? *What say you? Send a line to the* Quarterly *expressing your views.*

Ideas like men must grow. This is especially true when the idea is to extend its influence over the minds, and determine the acts of a number of men The idea, or plan, may be complete in the mind of the orginator but it takes time for its complete unfolding.

In the fall of 1890, Dr. Welsh, who had just taken charge of the Normal placed the Hon. Wm. Blakie, of New York, upon the "student's lecture course." His lecture, "How to get strong,,' which was delivered here on Feb. 20, 1891, created, as was intended, considerable discussion in the line of athletics. The direct out come of the lecture was the selection, by the class of '91, of a most fitting memorial. This memorial consisted of about two hundred dollars worth of gymnasium apparatus, including intercostal machines, chest weights, giant stride, a horizontal bar, parallel bars, a quarter circle and several mats. These were placed in a vacant class room and were well used. After this beginning the plans for a gymnasium soon materialized.

The outcome of this is our beautiful and well equipped gymnasium of which we are all so justly proud. Now that we have it let us continue the enthusiastic reception thus far given, by just as hard, persistent, work after the novelty has passed. We must remember that, "Rome was not built in a day," neither can we expect to be athletes in one or two weeks. It does not lie within the province of every young man to become an expert athlete. This is not the aim of gymnasium work.

Man was intended to have *full* control of every voluntary muscle in his body. His will should be supreme. The complete control of these muscles, or the lack of it, are the distinguishing marks between the accomplished gentleman and the awkward boor.

We hope to see our boys and girls develope into strong, graceful, men and women. The course of instruction now being given in the "Normal Gymnasium." if properly followed cannot fail to accomplish these ends.

Pedagogical.

The relation of the condition of the air of the school room to mental and physical activity, seems to be little understood by teachers. They notice the restlessness and inattentiveness of their classes, but instead of placing the blame where it properly belongs, charge it to the want of will power of their pupils. At length when the air has become charged to such an extent with effecte organic matter as to be offensive to the sense of smell, the blame is put upon the presence of carbonic acid gas; but the presence of carbonic acid gas does not necessarily imply the presence of a deadly poison. Dr. W. H. Burnham says: "According to Dr. John H. Billings," an English authority, "there is no evidence that carbonic acid, in the proportion in which it is present, even in the worst ventilated rooms, is injurious,"

It was formerly believed that the dangerous element in vitiated air is carbonic acid, but the investigations of the highest authorities disprove this, and show that it comes from the organic emanations of the lungs and skin of the occupants of badly ventilated rooms. This poison is said to be one of the chief causes not only of epidemics, but of "consumption and its accompaning diseases —catarrh, bronchitis, pneumonia, etc."

Schools should be the last place for epidemics to take their start, yet they too frequently are among the first.

Whatever impairs the functions of the physical system has an equally deleterious

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effect upon mental activity. Of this fact teachers, with few exceptions, seem to be ignorant. Morrison in his Ventilation and Warming of School-buildings, says: "Every observing teacher knows the immediate relation between the vitiated air in the school-room and the work he wishes his pupils to preform. Much of the disappointment of poor lessons and the tendency to disorder are due directly to this cause. The brain unsupplied with a proper amount of pure blood refuses to act, and the will is powerless to arouse the flagging energies; the general feeling of discomfort, dissatisfaction, and unrest which always accompanies a bad state of blood, breeds most of the school-room squabbles, antagonism, misunderstanding, and dislike which are wont to occur between teacher and pupil.

"In a comfortable atmosphere of proper temperature and purity as much mental labor can be accomplished in one hour as can be accomplished in six in an atmosphere rendered impure by respiration." The opinion that carbonic acid gas being heavier than air, is always found near the floor, seems to have no more foundation than any other popular error.

Pupils cannot do good work in a room whose atmosphere is too warm or too dry. Every school-room should be provided with at least one thermometer, and this should be placed low enough to measure the temperature where the pupils are sitting, and not that above their heads or near the ceiling. Sixty-eight degrees Fahrenheit are sufficient in pure air, in foul air a higher degree is needed, and in general, the greater the impurity the more the want of warmth is felt.

Air to be comfortable must have humidity. When heated by steam, unless there is a constant change—an influx of pure air and an efflux of polluted—shallow pans of water should be placed upon some of the radiators or near the radiating surfaces to supply the needed moisture.

Considering the condition of the atmosphere of most Sunday School rooms and churches, in which children and adults are expected to remain for at least an hour at a time and to sing several times "with the spirit and the understanding," one is almost led to ask whether this state of things is the result of ignorance or whether it is a reckless disregard of the laws of health.

The idea prevails among many persons that opening the windows and door a few minutes, of a room whose atmosphere has become unfit to breathe, will remove the inhaled poison from the system, but that this is an error every one who has studied the laws of health well knows.

Without attention there can be no study; but it is futile to expect attention where its conditions are absent. The relations of mind and body are so intimate that activity of the one depends upon the co-operation of the other. The behests of the spiritual depends upon the healthy state of the physical; and the successful working of the spiritual depends upon the healthy state of the physical. That spirit can become fatigued is inconceivable; yet the activities of the will have their limitations in duration. The body begins work with the accumulated energy of the night, but this amount is not inexhaustible; every effort makes a demand upon it, and unless there are sufficient periods of relaxation and of replenishing the amount eliminated, the available amount becomes so small as to make activity painful—an indication of fatigue.

Fatigue is nature's alarm that the safety point has been passed, that the work is carried on upon borrowed capital; and this cannot be continued long with impunity. The avenger sooner or later appears in the

form of headache, impaired sight, or a general break-down of the nervous system.

The will can do nothing but command, but when the store of nervous energy has been exhausted, the spasmodic efforts to perform work that follow, have no educational value, but, what is worse, carry injury to the nerve centres.

Most of the so-called education is carried on under a high degree of pressure; it is push, push, push, in violation of the plainest axiom of pedagogy and hygiene. Few students study with a relish, and as few teachers seem to be aware that interest is the great lever in their hands to make their work a success. No one can do his best unless he is at his best. It requires no unusual stretch of the imagination to believe nor forced judgment to conclude, that the work done in the majority of schools could, under the most favorable conditions, be accomplished in half the time that it is.

In our innocent efforts to be thorough we give the mind more work than it is able to do, and thus defeat the end we desire to accomplish. Mental dyspepsia invariably follows cram. If we should treat our stomachs as irrationally as we do our minds our joys upon earth would be few.

The usual books in geography, history, and the natural sciences are, in the estimation of the crammer, nearly always too meager in their contents to secure the requisite thoroughness; and since the pupils will never again have an opportunity of obtaining the indispensable, missing points, they are requested to search encyclopedias and other books of reference for them.

It is doubtful whether there is another fetich that at the present time stands so much in the way of real teaching and learning, and therefore frustrates the ends of education, as that of the so-called and mistaken thoroughness.

There are teachers who appear to think that a pupil's eyes should continually be fixed upon a printed page; that unless he looks at printed or written characters he is not thinking, and that the longer he stares at his book the more he learns. They cannot bear to see a student "waste time." It is however an undeniable fact that if students would "waste more time," they would be in a better condition to learn than they usually are, and do more and better work.

Teachers who have not yet learned that assigning lessons and hearing them recited is not teaching, will sooner or later find their eyes opened to that fact. Teaching implies adapting the pupil's daily tasks to his needs as he manifests them in class, and not in stretching him to fit arbitrary lessons. The assumption that a pupil does not learn to study unless work is assigned him from a book, is born of ignorance Books should be used by pupils to supplement class instruction. A teacher who reverses this order, and makes himself the supplement of a book, is little better than an excuse.

Pretended teaching—lesson hearing—seems largely to be the rule and real teaching the exception. Class failures are attributed to the pupils instead of to the teachers but it is an incontrovertible fact that teachers are largely responsible for them. Comenius said: "If our pupils do not learn it is our fault," and Pestalozzi expressed himself substantially the same, namely. "If pupils are inattentive, the teacher should look to himself for the reason." Examinations are usually supposed to reveal the pupils successes and failures, but they no less reveal those of the teacher. Before a teacher attempts to sound the minds of his pupils he should be sure that he has put something into them to measure. Speaking of their failures exposes his own.

Real learning means apperceiving, and this is at first slow, requiring short lessons and patience. Lessons that are longer than the pupils can thoroughly digest, store away in a systematic order, and absorb, are a failure and do harm rather than good, because they enfeeble the mind.

Scientific teaching is the great desideratum, and this cannot be learned in a few months or even years, nor can it be acquired by reading books, though these, if of the right kind, may prove a help. Human capabilities must be made an earnest and continued study, and this must be done in real, living, acting beings. Every human being is a special, and as the teacher has to deal with specials and not with generals, it is the former that he must study. Much of what is found in books on euphoniously called "standard psychology" and dreamed over by students who attempt to prepare recitations from them, has little, if any, educational value beyond that of filling a gap in a course of study. It is true that some of the former assumptions of the authors have been abandoned, but their books contain too much yet that rests on a sandy foundation and is not in accord with experience.

The writings of Herbart have thrown a flood of light upon pedagogic problems and gone far toward solving some of the most perplexing ones. His suggestions on the concentration and nulification of studies, if carried out intelligently, can not fail to have an important bearing upon the work of instruction in all grades of public schools, strengthening it where now it is weak. His treatment of the science of education is in harmony with the best in psychology.

The leading educators of the country have at last come to the conclusion that scholastic training should not aim to complete a students education, but merely to give him a good start—to enable him to help himself. The committee on secondry education appointed by the National Educational Association has made its report, and the reading of it can not fail to open the eyes of teachers to the time they have uselessly spent upon subjects under the mistaken idea of thoroughness. The report says: The Conference recommends that the course in arithmetic be at the same time abriged and enriched: abriged by omitting entirely those subjects which perplex and exhaust the pupil without affording any really valuable discipline, and enriched by a greater number of exercises in simple calcuation and in the solution of concrete problems. The course should be completed at about the thirteenth year."

On formal grammar the report says: "With regard to the study of formal grammar the Conference wishes to lay stress upon three points: (1.) a student may be taught to write and speak good English without receiving any special instruction in formal grammar; (2.) the study of formal grammar is valuable as training in thought, but has only an indirect bearing on the art of writing and speaking; and (3.) the teaching of formal grammar should be as far as possible incidental and should be brought into close connection with the pupils work in reading and composition. These principals explain the considerable reduction reccommended by the Conference in the amount of time allowed to this study."

The conferences have done well in the way of simplification and suggestion, but more simplifications are needed to eliminate useless work, and future Conferences will undoubtedly recommend them.

One special point that all the Conferences emphasize should be taken to heart by teachers in general, namely, that to carry out the recommendations in the reports.

better teaching will be required than now prevails. This means an end of lesson hearing.

It is strange, if nothing more, that so few teachers are aware of the time that is wasted on arithmetic, grammar, geography, reading, literature, spelling, and penmanship.

Mental, or oral, work should form a part of every recitation in arithmetic. More can be accomplished by this method than by the written.

Expression should be the aim in language instruction, and all the help grammar and rhetoric can furnish should be employed. The parts of speech and their relations can be learned in connection with reading.

Geograghical concepts should be derived from nature, from the home and school surroundings of the children. Teachers should bear in mind that geography is primarily a space study and therefore requires eye images; but the images must be of the states and countries themselves and not of their representatives, through which they are taught.

History is a time and space study and therefore also requires eye images. Teachers of geography and history should make use of models, maps, charts, sand box, and whatever else will enable their pupils to realize the scenes and events under consideration. Failures in recitation are more frequently the fault of the imaging power than of memory.

For the years that seem to be required to teach reading, no excuse can be offered but that of defective instruction. It not only can be done better, but should be done better, and in half the usual time. The matter, too, that is mostly read furnishes neither information nor cultivates a taste for reading, and hence needs a change. Most of the reading done after the first five or six school years, should be in connection with other branches of study; and poor reading should not be permitted in any class or subject.

The value of literature lies in both its form and matter, and much of these also can be taught in connection with other subjects; with history, for example.

Spelling should receive attention in every class in which writing is done; but without the use of a spelling-book.

All writing, until a satisfactory form has been acquired, should be considered practice in penmanship. The teacher's own writing should be an example for his pupils.

The elements of the natural sciences should be taught in primary schools. The age at which children are allowed to enter the public schools is that at which they take most interest in animal and vegetable life and in the phenomena of nature, and that is the proper time to begin this kind of instruction. Investigations in practical psychology, too, show that the time to teach a subject is when the nerve-centers in the brain through whose activity the study is carried on are in process of development.

Drawing should be commenced in the primary schools, and taught by easy, natural steps, not according to any arbitrary system, but by fostering and developing the children's instincts for imitation and making things.

The elements of algebra and geometry should be introduced much earlier than they usually are. If puplils have had good instruction in arithmetic, they can begin algebra and geometry at twelve years of age; not however by the book methods. We are teaching both of these subjects to pupils of that age, in our Model school, and they relish the work.

With all grades of pupils and in all subjects there should be daily reviews. Re-

views at longer intervals have comparatively little value.

The object of school government should be to train in good citizenship, and not merely to preserve order. Pupils should be trained to self control. A school whose pupils need continual watching is not well governed, however quiet it may be.

Some Things Our Teaching Should Do.

Education implies knowledge. A being educated is a being who knows. Knowledge may be acquired from either of two motives, first, as a means to an end, or as an end in itself. The carpenter who attains skill in the handling of all the tools used while he learned the art of housebuilding, and at the same time acquired knowledge as a means to an end. There are those who love to know simply for the sake of knowing. They love truth for its own sake, and they seem to stndy continually from this profound love of truth, rather than that they may apply what they have learned to any practical end.

To know a thing is to be able to perform it, or to be confident of it. The Esquimax who has learned from personal observation the form and habits, as well as the means of securing for his food and clothing, the animals of his northern home, is in so far, educated. The merchant who has learned by all honest means, how to select, purchase and arrange his goods so as to induce a desirable patronage, and who through pleasing manners and courteous ways has won the confidence of his patrons, and thereby attains a competency, is in so far, educated. So too, the pupil in our schools who has learned a given rule, and comprehended the principle that underlies it, or committed to memory a series of tables, with their applied meaning, is in as far, educated.

Education implies that there is mental power. The greater the mental power and the more carefully it has been unfolded, the greater or the more completely is the possessor educated.

The science of pedagogy has lately been criticising and opposing certain forms of our educational system most unmercifully, and some of the friends of education seem to be fearful lest this vigorous attack be fruitful of more harm than good. But not so, these attacks have been made with a careful foresight and a definite end in view.

What with these, we may ask, is the aim of education? Some say: "That the youth of our land may earn a living." Others say: "We must educate for intelligent citizenship." For doubtless, these are some of the things that are included in being educated, but *to be educated* means more than to get ones living, or than voting intelligently. Some one has said that the end of education is "to make man at home in the world in which he lives, and on the most intimate terms with all that it contains."

This may mean that he shall have acquaintance with the forms of natural objects the laws of life in plants and animals, the principles of mathematics and physics, the languages which nations speak, as well as something of the literature in which they have expressed their sorrows and their joys, their hopes and fears, as well as their achievements and inspirations. All these things are man's rightful heritage. If so, then the aim of education should be to put man in possession of this rich inheritance.

These then, are the possibilities which lie before every child as he stands in the presence of his first teacher. And the demands which the science of pedagogy has been making in these later years, are that teachers shall know more about the profound art of teaching than they did a score of years ago. To be thoroughly acquainted with certain imperative factors or elements

which are present in all good teaching, may justly be demanded of all who would guide young minds in the acquisition of knowledge. One of the first and most imperative of these is to train pupils into the habit of right thinking Now thinking may be said to be the power of seeing relations, and these have been variously divided or classified.

The relations which first come to the child through his thinking, are those founded upon truth ; and later on, those founded upon cause and effect. But it is claimed by some that it is impossible for a child to think before he has reached the age of eight or ten years. Now, if by thinking, these friends mean an act of the mind conscious self-direction, we suppose they are right, but surely he who has ever watched a child of two, three, or four years at play, and how that to him every new percept is a new found link in the child's chain of unfolding must admit that the child's mind is ever developing in perfect obedience to the fundmental law of all mental development– and that the child is always thinking, i. e. finding out new relations.

Education creates nothing. It is the means simply whereby we develop into living reality what has been always a possibility. It brings to the light, to the consciousness of the individual, the power and capabilities that have until now been hidden from view. We should educate not simply for capacity to hold, but for power to use. All teaching that does not develop new power and strengthen the old, is scarcely worthy the name.

School Notes.

The Wilkes-Barre Schools.

The schools of Wilkes-Barre were operated by three distinct school districts prior to 1890. At this time they were consolidated under an act passed in 1889.

By this act they came under a board of six directors, elected at large by the city. Prior to 1891 the schools were never under regular supervision, except such as could be given by the superintendent of the county. The schools, however, have always had the reputation of being thorough in their work and excellent in character.

Their present consolidation has led to improvement in several directions. Vocal music and drawing have been placed under special supervision. The High School has been organized on a broader and more substantial basis than before. The enrollment has increased from one hundred and thirty in 1870, to two hundred and eighty-two in 1893.

The course of study has now been definitely outlined and is more comprehensive in character. Four courses are provided for: English Scientific, Latin Scientific, College Preparatory, and Commercial. As the number of students increased and additional teaching force became necessary, competent teachers as heads of departments were elected Everything outlined in the course of study is now in thorough operation. Science is made a regular part of the common school course, commencing with the first year as lecture studies, it is carried through every grade to the High School.

These courses have been arranged with admirable skill and forethought. Assuming that the young people by the time they have reached the High School, will by the aid and counsel of their parents, have decided upon their course in life, they are permitted to choose which of the four courses they will pursue, instead of selecting a few subjects, and then they adhere strictly to the course selected.

The purpose or intent of these changes has been to give a practical bearing to all

the High School work,and make knowledge useful and available as well as disciplinary.

It may be too early to attempt to measure any results of the new lines of work in the Wilkes-Barre schools, but under the splendid and capable leadership of Superintendent James M. Coughlin, these schools are rapidly coming to the very front in points of thoroughness and careful training.

Educational Notes as Gathered from the Various Schools.

All the schools of Steelton, Pa., are doing special work in language. Beginning in the lowest Primary grades, "memory gems" are given, explained, and committed, great care being given also to the use of good language. The pupils in every grade are required to write original sentences, reproduce stories, picture stories, capital letters, business forms, etc., all with a view to getting the child into using a good spoken or written vocabulary.

Examinations as the basis for promotions have been altogether discarded in the Wilkes-Barre schools. Perhaps 75 per cent of all the pupils are promoted on the strength of the teacher's opinion of their fitness to do the work of the grade above.

The schools of our own town of Bloomsburg, are working perhaps more smoothly than ever before. The High School room numbers more students than at any previous year, and the course of study is in part arranged to correspond or fit into the work of the Normal.

The Superintendent and Directors of the Harrisburg schools seem to be coming more and more into the conviction that specialists need to be employed for certain lines of work. To this end special teachers have been employed in drawing, music, French and German. The results observed are most satisfactory.

City Superintendent Harman, of Hazleton, thinks our Normal Schools give too little time to the matter of professional reading in the senior year.

Superintendent Coughlin in his report for '94, says that very little work should be assigned the children for home study, below the Crammar grade. Study should be done under guidance from the teacher. If there is any night work let the parents encourage the cultivation of the habit of useful reading. Home study should have as its principal aim the cultivation of the habit of study, rather than the solving of any given set of problems.

Harrisburg.

The new High Ideal building, which was first occupied by the school in September last, was dedicated with proper cermonies June 1st, 1893.

The building is 160 feet long and over 90 feet wide, is built of brick, heavily trimmed with brownstone and granite and is of the Romanesque style of Architecture It is three stories high, the first story contains the Principal's office, the Library room, a room for Physical Education, and six school rooms : the second story contains a teachers' room, Physical Library, a room for Physical Education and Science school and recitation rooms, and the third floor contains a very fine Chemical Library and general equipments for this work. A large Drawing room having sky-lights in addition to windows, a room lighted in same way for business department, and an Assembly room seating about a thousand persons.

The corridors, stairways and halls are large and well lighted. Every room contains water and appliances for lighting by gas or electricity. The building is warmed and ventilated by the J. Mead Wills system

of heating, the whole building is furnished except two or three rooms which will be furnished in the summer.

There is room in the basement for various lines of industrial work, when the Board is ready to undertake it.

The school numbers about 400 pupils, working on three courses; the classical 4 years, the scientific 3 years, the business 3 years, and a small contingent on Post Graduate work. Pupils who desire it, in the first-two courses, are prepared to enter college—either classical or scientific The year is divided into three terms of about thirteen weeks each.

The city of Harrisburg employs special teachers of Drawing, German, Music and French. Supt. Foose evidently believes in specially prepared teachers in certain lines of work.

Hazleton.

One of the red-letter days in the public schools of the little city of Hazleton, was that of Thursday, Nov. 30th., when the elegant new High School building was formally dedicated.

Promptly at 2 o'clock the exercises began. A splendid program was rendered, by no means the least part of which was a parade by all the school children. Each child carried a small flag, and this together with the patriotic orders, and the music of the bands, combined to form a most pleasing and inspiring procession.

Supt. D. A. Harman has just reason to be proud of his schools and of the work they are doing.

The QUARTERLY wishes him and all his co-laborers abundant success in every undertaking that has in mind the welfare of the youth of Hazleton.

Dr. N. C. Schaeffer has made some stirring addresses in many parts of the state this year, on, "Some Teachers Die before they are ready for burial." Our State Supt. has no hesitation in saying some plain things along the line of professional growth, and this is as it should be.

Steelton.

There are perhaps very few towns in Pennsylvania in which the work of the school room is in more perfect accord with the foundation principles of correct teaching than those of Steelton.

One reason for the careful class-room work is to be found in the fact that the thirty-six teachers meet with the Superintendent every alternate Monday evening to discuss principles of education.

Among the subjects that have received attention thus far this year are the following: General Principles, Educational Products, Physical and Mental Power, Physical Habits. All the discussions are conducted with direct reference to the work in the school-room.

Local.

New Members of the Faculty.

Miss Rosa M. Haas, formerly of Kee Mar College, took charge of the Music Department last September. The organization of an Orchestra, some glee clubs and the remarkable growth of the music department attest the wisdom of the trustees in selecting her.

It became apparent before the end of September that Miss Haas would have to be given an assistant. The trustees secured one in the person of Miss Ella Stump, of Shamokin. Both Miss Stump and Miss Haas received their musical education in the New England Conservatory, at Boston.

Prof. Joseph H. Dennis, a recent graduate of Haverford College, was elected Instruc-

tor in Latin and Greek on the resignation of Prof. Bakeless. The excellent results in this department are evidence that no better selection could have been made.

Miss Susan E. Elliott, of E. Islip, N. Y., was elected to fill the vacancy in the Model School caused by the resignation of Mrs. Bakeless. Miss Elliott is a graduate of the Oswego (N. Y.) State Normal School, and a teacher of wide and successful experience. In her work here she has shown the same strength and given the same satisfaction as elsewhere.

Mr. I. A. Dewitt, of Fishers Ferry, succeeds Prof. Hartline as teacher of Manual Training, and is keeping the excellence of that department fully up to the high standard wrought out by his predecessor.

The latest addition to the faculty is Prof. A. K. Aldinger, of Oil City, Pa., who is director of the new gymnasium. The trustees searched the country very carefully, desirous of securing for this position the best possible available man. They believe that in Prof. Aldinger they have the right man, and his popularity among the students, his enthusiasm in his work and his excellent results, seem to bear out this opinion. Mr. H. G. Burdge, of Cincinnati, O., is Prof. Aldinger's assistant.

* * *

Everybody at the Normal School—students and teachers—skates or is learning to skate; and although the winter has been too mild for much good skating, what little we have had has been taken full advantage of. Large parties of students may be found on the near-by ponds, especially on Saturday afternoons and on the Monday holidays.

About a dozen members of the faculty had a most enjoyable skating-party some few weeks ago on the pond above Irondale Furnace. Dinner was served at the pond by Mrs. Phillips, the caterer.

Recitals are held monthly by the music pupils. They are not intended for display, but to give them practice in playing before others, and to cultivate a taste for the best music. The following is the programme of the last recital:

Scherzo.....*Kullak*,..... Sallie Zehner
Rural Dance..*Droberg*..Misses May and Nungesser
Mazurka, Op 63.....*Behr* Sadie Haas
I've something sweet to tell you..*Fenning*..
..... Hannah Evans
Meditation.....*Jungmann*....Sadie Rentschler
Minuet...*Boccherni*..Misses Cope, Maize, Sherwood
Fete Champetre....*Kavanaugh* Cora Gernon
{Op, 58 No. 7. *Euckhausen*
{Op, 149 No. 5. *Diabelli*..Misses Housel and Stump
Little Wanderer.....*Lange*..... Katie Kearney
The Two Roses.....*Werner*..... Ladies Octette

* * *

The recent snow was the occasion of much enjoyment at the Normal. Fifteen of the faculty made up a sleighing party to Danville, on the evening of February 3d and succeded in demolishing a turkey supper, to the satisfaction of all concerned (except, possibly, the turkey, whose opinion our reporter was unable to obtain). On the following evening, a party of thirty students were out and reported a most enjoyable trip. And weren't they sleepy the next morning.

* * *

Improvements have been coming in upon us with such frequency that we hardly have time to realize the benefits of one before another is under way. The latest addition we have to record is the introduction of wires through the building for electric lights. Gas, to say the least, is but poorly adapted for the purposes of study and for this reason the trustees determined to equip the building for electric lights. This has been done and the electric lights are now in regular use.

* * *

Two new Ivers & Pond pianos have just been purchased for the music department.

This makes three within a year. The growth and success of the music department is simply phenomenal. Never in the history of the school was the instrumental music class so large or so enthusiastic.

* * *

Prof. Albert has been in almost constant demand at teachers' institutes, during the past season. He had many more calls than he could fill. Prof. Noetling, Principal Welsh and Prof. Detwiler have been in demand also.

* * *

Bicycles are popular at the Normal School. The following members of the faculty, and a number of students have wheels: Miss Elliott, Mrs. Detwiler, Mrs. Sutliff, Prof. Aldinger, Prof. Detwiler and the principal. Mr. Housel, the steward sold his Victor, but will buy another wheel this season. Prof. Cope has the fever. Prof. Dennis will not be long without one if indications indicate anything. The following verses torn from our Columbia Calendar, are from the genial pen of Robt. J. Burdette, and seem appropriate here:

Serene within my Den I sit,
And see the Cyclers every hour
Like swift-winged summer birds, that flit
From Philadelphia to Bryn Mawr:
I lift my eyes as they sweep by,
With a nod for Him and smile for Her,
And ride with them, as swallows fly,
On my Columbia Calendar.

I do not climb the Black Rocks hill,
I coast to Gladwyne, all the way;
Nor in the ditch myself I spill,
In deference to the load of hay;
But calm and tranquil, rain or shine,
In starlight dim and sunlit day,
I mount this Calendar of mine,
And whirl the miles and days away.

E'en as I ride, my rhymes I write
Tormented by no threatning Fate.
Look out the window! Luckless wight!
Upset before the Rectory gate.
Safe hedged from such mishaps as that.
Afar from danger's direful brink—
Wow! Jeemse River! Shoot that cat!
There goes about a pint of ink.

Robert J. Burdette.

* * *

Last September the Trustees, at a cost of over $3,000, put in two 100-horse power boilers and the other necessary appliances to heat the buildings with steam of our own manufacture, in place of that previously supplied by the Steam Co., of Bloomsburg. The new plant works very satisfactorily, and is much more economical than the old way.

* * *

The Normal School Orchestra is a new organization. Under the leadership of Miss Haas and Miss Stump, it is rapidly growing in excellence. It sustained quite a loss at Christmas when Mr. Stanton the cornetist had to leave school. Max Stauffer, first violinist, has severed his connection with the down town orchestra, and plays only with the Normal orchestra.

* * *

The *Musicale* on Dec. 19, was one of the most enjoyable occasions of the school year. Considering the fact that many of the students had begun the study of music in September, it was a very creditable exhibition of their progress. The *Columbian* of Dec. 22, shows how the *Musicale* was received by the public: "One of the pleasantest occasions of the year was a musicale in the auditorium on the evening of the 19th inst. It is a matter of much gratification to all connected with the Normal School, that the music department has improved so greatly during the present year. Two of the busiest people on Normal Hill are Miss Haas, the music teacher, and her assistant, Miss Stump. Their pupils are delighted with their work and make rapid progress. The programme of the musicale was a varied one, comprising both vocal and instrumental selections, and was rendered by pupils ranging in grade from the primary pupils of the Model School to the most advanced pupils. The selections were nicely arranged to show the progress that had been made by the various pupils since the opening of the term in September. They

were taken from standard productions of high character, and were admirably adapted to the attainments of each pupil. From the beginning to the end of the programme there was not a blunder or a break of any kind, and the music teachers must have felt richly repaid for their untiring efforts that lead up to this pleasant occasion. The audience was large and appreciative. We hope and prophesy that this is but the beginning of the prosperity and growth of the music department, and that we may have many musicales in the future."

* * *

The Students' Lecture Course.

Recognizing the profit to be derived from a carefully selected course of lectures, the authorities of the school in 1891 arranged for a "Students' Lecture Course." Every care was taken in securing talent from among the great number of those who are on the lists of the various "Bureaus." The course of 1893–94 was perhaps, in points of variety, and perfected skill in the art of entertaining, the best of all. The course opened Nov. 1, with a most delightful entertainment by the "Boston Ideal Banjo, Mandolin and Guitar Club." This was the second appearance of this company before a Bloomsburg audience, and yet the general verdict was that they had lost none of their old time skill in the art of music.

On Dec. 4, Hon. George R. Wendling gave us "The Man of Galilee." Wherever Mr. Wendling has ever been, he is known as a most keen and close reasoner. He held the large audience for two hours as he traced in clear and logical outline, the life of "The Man of Galilee" from the hour of his birth to the end of his wonderful earthly career.

Mr. Leland T. Powers, that prince of impersonators, came to us Jan. 10. This was Mr. Powers' fourth engagement in our town, and yet in this—"The Shaughraun" —a fine Irish play—he excelled in many points, all former engagements. The faculty of this man in facial expression and indeed in every detail that goes to make up complete impersonation is wonderful. The verdict of the entire audience was, come again.

On the evening of January 15, the audience assembled was treated to a most pleasing scientific lecture by Hon. Samuel Phelps Leland. The last lecture of the course was given by Hon. John J. Pinkerton. Subject, "Alexander Hamilton." This as the subject signifies, was a very suggestive blending of biography and history. The thoughtful student could gather much valuable information from this carefully prepared lecture.

The course throughout was most gratifying, and those having this part of the Normal work in charge are encouraged to yet greater efforts, in securing a pleasing and helpful course, for '94–'95.

Our Twenty-fifth Anniversary.

At the time of going to press extensive preperations are being made to celebrate the twenty-fifth anniversary of the founding of the School. Many old and new friends of the Institution are expected be to here and join with us in the celebration of this event and in the dedication of our new building which will then be ready for use in all its departments. The growth of the school has been so steady and so rapid that the buildings have been crowded to their utmost capacity, and have then failed to supply all the sleeping rooms and class rooms needed. The trustees, therefore, decided three years ago to build a large addition to the north end of the dormitory. It is now completed. It extends from the old dormitory southwest 148 feet to the Model School building

to which it is connected, the corridors being continuous. This building provides on first floor, a large study room and library, a class room and a new manual training room, with power and stock room adjoining; on the second floor a large lecture room for the department of science, with chemical laboratory and apparatus room adjoining, and three additional class rooms; on third and fourth floors there are additional dormitories for students. The halls are continuous with those of the old dormitory, and the new rooms are handsomely furnished in the natural wood. At the southwestern extremity of the addition, extending northwest is the new gymnasium, ninety feet long and forty-five feet wide. It has been fitted up with the best apparatus made, consisting of chest weights, intercostal machines, parallel bars, vaulting bars wrist machines, traveling rings, ladders, quarter circle horse, dumb bells, indian clubs, wands, etc. It has a running gallery, baths and lockers for girls and boys in the basement and space for a full sized bowling alley There is no better gymnasium anywhere, and few so good. It is under the management of a competent director and his assistant, who are able to make physical examinations and prescribe proper exercises for each student.

The 22d has come and gone, leaving some very pleasant memories in its wake. A goodly number of graduates and friends were here and helped us celebrate the day. The P. O. S. of A. presented the school with a fine large flag in the morning. After this presentation the exercises in dedication of our new building, and in celebration of our twenty-fifth anniversary, were held in the auditorium. The flag was presented in an address by Rev. N. B. Myers, of Catawissa, and accepted by Mr. R. R. Little, one of the Trustees. Supt. J. M. Coughlin then made the formal dedicatory address, and was followed by Mr. Thos. Chalfant, who had been present at the dedication exercises of twenty-five years ago. Following the exercises in the auditorium, the students gave the visitors an exhibition drill in the new gymnasium, under the direction of the physical instructor, Professor A. K Aldinger, and his assistant, Mr. H. G. Burdge. A banquet followed, at which nearly 400 guests sat down, after which speeches were made by Mr. J. G. Freeze, one of the original founders of the school; State Representative Fritz and Mr. J. C. Brown a Trustee of the school.

The two new buildings then thrown open for use were a large gymnasium and a building containing additional class rooms and dormitories. The two buildings link the other two of the school and put the whole institution under one roof. An idea of the magnitude of the building, if placed end to end, would extend over three-fifths of a mile.

These additions to our buildings make our material equipment such as few Normal Schools can equal and non surpass. In the evening Prof. Mark B. Beale of Michigan, under the auspices of the Calliepian society entertained us most acceptably and so closed a day which will be long remembered.

The Woods in Winter.

When winter winds are piercing chill,
 And thro' the hawthorn blows the gale;
With solemn feet I tread the hill,
 That overbrows the lonely vale.

O'er the bare upland, and away
 Through the long reach of desert woods;
The embracing sunbeams chastely play,
 And gladden these deep solitudes.

Alas! how changed from the fair scene,
 When birds sang out their mellow lay;
And winds were soft, and woods were green.
 And the song ceased not with the day.

But still wild music is abroad,
 Pale desert woods! within your crowd;
And gathering winds, in hoarse accord,
 Amid the vocal reeds pipe loud.

Chill airs and wintry winds! my ear
 Has grown familiar with your song;
I hear it in the opening year,
 I listen and it cheers me long.

H. W. Longfellow.



Philo:—As It Is.

Ninety-four is upon us, and the Philologian Society still lives and flourishes. And well knowing that this page will come under the inspection of many who have fought, bled and—debated to maintain sacred her honor, the Philo Society takes this means of sending out greetings and best wishes, to those of her adherents who have gone out into our public schools, to train up a race of young George Washingtons and Frances Willards; and also to inform them of her doings since she has been handed over to the "tender mercies" of their successors.

At the opening of the fall term we were filled with consternation to find that the student elected as president for the first two months had not returned, and that we were as the—immortal Ten-thousand, without a leader. In such a crisis it was but natural that we should choose as our presiding officer the society Bell, who, contrary to the rules of fashion, is a young man, and under his leadership Philo began her fall campaign. Many recruits enlisted beneath our standard, and we marched to victory.

The entertainments were successful, as was attested by the large audience that each night patronized them. Indeed it is very encouraging to note the interest taken by the townpeople in both of the societies of our school.

At this time the girls seemed to lead in literary work, but the boys distinguished,—and some completely extinguished—themselves on the foot-ball grounds, so the laurels must be divided.

During the administration of our second president, Mr. A. B. Hess, we celebrated the twenty-sixth annual reunion of our society, the crowning feature of which was a drama by J. T. Trowbridge, entitled "Coupon Bonds," and which was rendered in a manner highly creditable to all the participants.

Our society, at present, has for a leader her oldest member, (Let it be distinctly understood that he is not old, save in the service of Philo) and is doing finely, while we look for still better things in the future.

Our girls gave us a literary treat consisting of "An Evening with the Ancient Greeks," while the boys are uniting their efforts in a hopeless attempt to outdo these enterprising young ladies, in an entertainment to be given later on in the term, composed of gems from their originality.

We now have an active membership of one hundred and fifteen which is rapidly increasing. We have prospered greatly during the past term, and as we look forward we have no fears, for we consider Philo:

"One of the few immortal names
That were not born to die."

Old Philos will be glad to learn that the Philogian Society was never more prosperous than at present. Sixty-nine new members have been added this year, while the financial department reports a large sum on hand.

The publishing of the school quarterly will undoubtedly do away with the Philo Advance. It would be a difficult task to present as beautiful a paper again as was put forth by our society last commencement, difficult, because it would be almost impossible to find a person who would devote so much time and untiring energy to the task as did T. L. Deavor, the head of last year's "Advance staff," who is no longer at the Normal.

The girls meeting has been held, and was a complete success. The entertainment was styled, "An Evening with the Greeks", and was well rendered throughout, the tableaux being especially fine.

The value of a good Literary Society to a student can hardly be overestimated In the business meetings a knowledge of parliamentary usages is gained, and if public entertainments do not give the participants a valuable tranining, the united opinion of many eminent men who have gained their power in public speaking through this means must be wrong.

The Literary Societies of this school are especially helpful to the student. Business meetings, conducted by societies separately in their own halls, are held weekly, while the public entertainments are given alternately in the auditorium, to an audience made up mostly of students, who are as a rule more sympathetic than strangers if a mistake is made. In fact, hissing is never heard, and applause is given whenever earned. To any who may read this, who are not members of either society, it may be well to repeat that you cannot afford not to become a member of one or the other of the societies

An Evening With the Greeks.

BY PHILO GIRLS.

This is truly the decade of womans advancement. This fact was strikingly illustrated on Saturday evening by the rendition of a very fine program, adopted from Greek Mythology, by the young ladies of Philo Society. Boys were at a discount, for the girls distributed their own programs, acted as ushers, and conducted the whole meeting very successfully without their aid.

The costumes and arrangement of the hair of those taking part, as well as the selections themselves, took the audience back to the days when Athens was in her glory. The tableaux which followed many of the essays or recitations were tastefully arranged and made a very pleasing addition to the program.

In the recitation "The Finding of the Lyre," a very pretty effect was made by music behind the scenes, as Miss Ingram picked up the large tortise shell. To the audience the sweet strains seemed to come from the shell as she swept her hand across its membrances.

We feel like congratulating the young ladies upon their very successful work. The following is the program as it was rendered :

Ruins of Athens,.....*Beethoven*
Misses Haas and Stump.
Address,.....Sarah Masters.
Legends of Greek Music,.....Ada Lewis.
Iphigenie,.....Bertha Parker.
Gavotte from Iphigenie,.....*Gulck.*
Misses Stark, Belles, Davenport.
The Iliad,.....Lizzie Booth.
Recitation from Iliad,.....Clara Doebler.
Semi-chorus,.....“Phoebus,”.....*Barnby.*
The Finding of the Lyre,.....Anna Ingram.
Pandora,.....Nina Tague.
Tableau.
Greek Religion,.....Euphemia Monroe.
Legend of Fates,.....Irene Nichols.
I have lost my Eurydice from Orpheus.
Gluck,.....Rosa M. Haas.
Tableau, “The Fates.”
Geres,.....Sarah Ernest
Tableau.
Tableau, Sacrifice with chant.

Bloomsburg Daily of Feb. 6, '94.



Calliepian Reunion.

February twenty-second, eighteen hundred ninety-four is destined to be one of the red-letter days in the Bloomsburg Normal School calendar.

Besides being the day on which our new building and new gymnasium are to be dedicated, it is also the day set apart for the Calliepian Reunion.

There are probably no other days in the entire school year looked forward to with so many hopes of pleasure as the reunion days of our two literary societies. Then return former students and graduates eager to meet friends among present students and faculty, to note the signs of progress in Callie or Philo—according to the preference of student days—and to rejoice over the various improvements which the school is making from year to year.

To the present student the Reunions mean a brief halt in the steady round of hard work which is needful to finish his course here—home faces, many of them—and about all that goes to make up a gala-day for the Normal student. There are poor lessons the day after of course, but the next week he settles down to his tasks with renewed vigor because of the short play hour.

The Calliepians have this year gone to great pains to make their anniversary one of the pleasantest in the history of their society. The readings by Prof. Mark Beal, we feel sure, cannot fail to prove a source both of entertainment and of profit to all who have the good fortune to hear him. We are striving in every way to prepare a most happy reception for all old students of the school—Philologian as well as well as Calliepian—who will assemble once again in the old familiar place. We have a hearty welcome for all and trust that the short time spent with us may always be remembered with feelings of pleasure.

History of the Calliepian Literary Society.

Prior to June 1, 1874, there was only one literary society—the Philologian—connected with our institution. At that time some of their members, becoming dissatisfied with the society, resigned and organized the Calliepian society.

It began with about six members at first, and although a great many more had signified their willingness to join, they did not do so until some time later.

The organization at first met with great opposition from the faculty, but, finally, all obstacles were overcome and a permanent organization was effected.

Edward Durham was chosen first president and Guy Jacoby first vice-president, both of whom are now engaged in the practice of law.

The first business meetings were held in the bedroom of C. M. Lee, late county superintendent of Wyoming county; but

in a short time this became too small as the society was rapidly increasing in membership. Finally a class-room was given them by Principal Griswold for holding their meetings. On Sept. 5th, 1875, the dormitory was burned and all the records of the society were lost.

The society was then given another room in which to meet, and the only furniture which graced it was one desk. In a short time however, the membership gradually increased and the finances also increased proportionately.

Up to this time all the members of the faculty had been members of the Philo society. Now, however, some of them began to favor Callie in preference to Philo and joined Callie. Among the members received were Mrs. Dent, teacher in literature and elocution, and Mrs. Griswold, the Principal's wife.

Mrs. Dent proved to be a zealous worker for the Calliepian society, and helped greatly to put them on an equal footing with their sister society. Much credit must also be given to the following ladies, who were untiring in their efforts to raise the society to a high standard in literary work: Miss Rupert (now deceased), Miss Mattie Edwards, Miss Emma Wise and Miss Edgar who is now teaching in Luzerne county near Wilkes-Barre.

On June 26, 1876, the society was duly organized under a new constitution, drafted by the following committee: C. M. Lee, J. Lowry and E. B. Clark. This constitution has since been revised from time to time, but the main features remain practically the same.

After the society had gotten on a firm basis, a friendly rivalry gradually arose between the two societies as to their literary abilities.

This finally culminated in a series of debates between them.

The first debate was for a dictionary, each society having three debaters.

The contest came off before a public audience and was won by Callie.

The second contest was for a choice of society rooms, and took place before the faculty and the board of trustees. This also resulted in a victory for Callie.

These victories had their effects and Callie soon grew in membership until she became equal to her rival. These contests have been going on continually between the societies, and although Callie has not always been successful, she holds the reputation gained by her in years gone by.

The fruits which have been, the natural outgrowth of our society, are plainly visible in the many able men and women taking part in the public and educational work of to-day—men and women who were once Calliepians. And the young men and women who constitute the present society have as promising an outlook for the future as those who have gone before.

The society is now stronger both financially and in point of membership than it ever was before. The literary programmes are well rendered and the society has, at all times, striven to live up to its motto—*Semper Paratus.*—always ready.

Notes.

One of the best means afforded our members to educate themselves in the literary line is through the medium of our Society Journal. Each and every member has the privilege of writing for it and it affords them an excellent opportunity for developing their abilities as writers.

No effort is spared to make it interesting and instructive, and we can safely say that those who contribute to its columns will never regret having devoted part of their time and labor to the work.

Many able men and women owe their beginning as writers to just such opportunities as this, and it is with great satisfaction that we note the lively interest taken in our Journal by our present Calliepian members.

Callie Society has possessed more musical talent this year than any other year since its organization. In all the entertainments given, the music furnished was of a high standard and also of great variety.

This term, however, the Society misses greatly Mr. Stanton, who was one of its most proficient musicians and who was unable to continue his course here owing to urgent business relations at home.

Although the absence of Mr. Stanton leaves a great gap in this line, still we have sufficient talent remaining to hold the good opinions of the students and the public as to our musical abilities.

One of the great problems which has been troubling our Society for some time past is how to deal effectively with the disorder caused by a few thoughtless people at our Saturday evening entertainments in the auditorium. Although both societies with the co-operation of the faculty have been striving to remedy this disorder, they have not wholly succeeded as yet. Urgent measures are being adopted however and we hope to soon see this show of lack of common sense by these few among the things of the past.

The officers for the ensuing term were elected at our last meeting and are as follows: President, Wm. Evans; Vice-President, J. F. McDonnell; Secretary, Miss Josie Mahon; Assistant Secretary, Miss Lizzie Ruddy; Treasurer, H. J. Mc Gee; Marshall, Geo. Hoke; Critic, J. F. Paul.

Callie Hall has lately been much improved in appearance. A panel has been placed over the new window walled up by the new building. Various improvements in heating apparatus have been made and electric lights have been added.

One of the objects of a literary society such, as ours is to promote courage to take part in public literary exercises. No more hopeful sign can be wished for than the readiness manifested by our young members to take part in all business affairs of the society.

All good Calliepians were much alarmed by the prospect of a staircase being built to the upper floors through our society hall. All were much relieved when it was learned that for the present, at least, that useful addition has been dispensed with. Callie will thus retain the same aspect as of yore.

Our society has been considering for a long time the advisability of adopting a society pin. At their last business meeting a number of samples were considered and a suitable pin adopted. The society intends purchasing a number of them for their reunion day so as to be able to furnish old returning Calliepians with society emblems.

The Absent Ones.

The mother sits at the close of day,
As the shadows softly fall,
And the sunset's glories die away;
And thinks of the children all.
And not for the ones' 'neath her guarding love
Are her tenderest, deepest cares,
The ones who in distant lands now rove
Have her hopes and her fervent prayers.

And the Normal stands on the green old hill,
And looks o'er the river fair,
And anxiously thinks, through the evening still,
Of the children who left her care.
Not only the ones that her arms enfold
Do her hopes and her fears command,
They turn to the ones, who in days of old
Went out from her guiding hand.

Oh! ye who are out in the busy throng,
With its jostle and wild misrule,
Keep back from the pathways that lead to wrong,
Be true to the dear old school;
For the names of her daughters and manly sons
Are mentioned with fond delight,
And she longs to know of her absent ones
That they earnestly seek the right. S. A. E.

Y. M. C. A.

As this is the first issue of the QUARTERLY, no doubt many of its older readers will be interested to have a short history of the Y. M. C. A. from the time of its organization in the school.

It was organized in '89 by John R. Mott, College Secretary of the International Committee, but was not very progressive at first for want of support. It was not until after the Association began sending delegates to the World's Students' Conference at Northfield, that it began to develop and become a working body. The first year that the Association was represented at this conference, only one delegate was sent, but each year the delegation increased in number. Last year eight of the young men were sent.

The success that the Association has attained and the influence that it is exerting upon the school is attributed to the spiritual awakening that so many of its members have received by attending the conferences and conventions held from time to time. The influence that is exerted upon a young man by meeting in these conferences such spiritual characters as Moody, Drummond, Mott, or Speer, can hardly be estimated and has been the means of changing the course of many young lives and brought them in close touch with their Maker.

Our Association has also been greatly benefitted each year by the visitation of one of the Secretaries, either of the State or International Committee.

Besides the work done by the Secretaries we have been very fortunate in securing some very able speakers on Social Purity and Higher Ideals in Life. These were, viz: Hon. Wm. Blakie and Anthony Comstock, both of New York city; also, Prof. F. H. Green, from West Chester Normal School, and Ex-Judge Hinckley from Danville. Prof. Green, during his visit with us, was the means of organizing the White Cross Society, which includes almost all the young men of the school.

The work this year has been encouraging, both in membership and in the spirit manifested among the members. Special stress was laid upon the week of prayer in November. For some time previous to it, the young men held early morning prayer meetings with an increasing attendance each morning, thus showing that there was a growing interest in the work.

At the close of the week Mr. and Mrs. Mayhe, of Scranton, (the former being General Secretary of the Y. M. C. A. of that place) came and stayed over Sunday with us. The students became very much attached to them and were deeply impressed with their earnestness in Christian work. That week will be long remembered by the students, for twenty of them gave their hearts to Christ at that time.

So has been the progress of the Association since its organization in the school. At its beginning scarcely enough young men could be found who would fill the offices, but now it has a membership of almost one hundred. Its object is to promote growth in grace and Christian fellowship among its members, train them for Christian work, and win the school for Christ.

* * *

The State Convention.

The Y. M. C. A. was represented at the State Convention, held at Wilkes-Barre, Oct. 19–22, by six delegates, who returned with a broader view of the work. They felt well repaid for their time and resolved to enter upon the work with more energy, and thus make their efforts effective. The meeting in Philo. Hall, on the following Thursday evening, was given to the dele-

gates who gave short talks on the following subjects: "The Necessity of Bible Study," by R. Patten. "What Our Association Needs," by G. E. Pfahler. "The College Conference," by A. B. Hess. "Personal Work," by H. Eckroth. "The Convention in General," by Prof. J. H. Dennis. The influence of the Convention upon the delegates has been plainly manifested in the work of the Association since that time.

Y. W. C. A.

Our Association is in a flourishing condition. We now have 74 active and 21 associate members. We also have 8 Bible bands which meet every Sunday in different teachers' and students' rooms. Miss Smith is the committee on Bible study. On Jan. 28 and Feb. 4 the bands all met together in Callie Hall and had review lessons on the book of Acts, which we have been studying during this Fall and Winter.

* * *

The sixth annual convention of the Y. W. C. A. of Pennsylvania was held at Lancaster from Nov. 3 to Nov. 5. Our Association sent five delegates, viz: Misses Clara Doebler, Adelaide Ellsworth, Bertha Parker and Gertrude Jones. They gave their report at one of our Thursday evening meetings, Miss Parker being the leader. Miss Jones reported on the journey and little incidents that happened. Miss Ellsworth reported on the events of Friday at the convention. One of the most important of these was the talk given by Hon. H. M. Hinckley of Danville. His subject was, "Nehemiah on the Wall." He said that Nehemiah has some characteristics which should be found in every Christian. He was a brave, earnest, consecrated worker and even though the people ridiculed him, he kept on working and did not mingle with the people of the world who were in the plain of Uno. We, as Christians should try to be like Nehemiah.

Miss Parker gave the report of Saturday. She told the girls of Miss Price, the international secretary who gave an address at the convention. Those who attended the convention were charmed with her and felt that she was a great help to them. Miss Doebler gave the report of Sunday. She said that on Sunday morning, a consecration meeting was held for women only. It was one of the most blessed meetings of the convention. On Sunday evening the farewell service was held. All the delegates and friends joined hands around and sang "Blest be the tie that binds," and thus the convention closed.

On Monday a great many delegates visited the Millersville S. N S, where they were cordially received and hospitably entertained. The convention was a great help to our delegates and they wished that all our girls could have been there.

* * *

At the opening of each term, a reception is given to the new students by the two associations This enables them to become acquainted with each other and makes them feel more at home than they would otherwise be. On Tuesday evening, Jan 2, a reception was given. The students were formally received in the parlor by the committee and then we all went to the dining room. After listening to the address of welcome by Mr. Frank Patten, Pres. of the Y. M. C. A., we marched out of the dining-room and through the halls. After the march was over, the students went to the parlor, library and Callie hall where games etc., were played, after which refreshments were served.

During the fall term we observed the week of prayer for college girls. A great deal of interest and enthusiasm was manifested and it seemed as though every one was stirred up. As a result, about twenty of the girls ask for the prayers of the association.

* * *

The association was organized in 1889 with about 41 charter members. Now the majority of the girls are members and the work is carried on with more energy than ever before. Our weekly prayer-meeting is held every Thursday evening and every other Sunday evening we carry on the meeting in Chapel.

Alumni.

The QUARTERLY desires to hear from all Alumni of the Institution. Please consider this a personal invitation to let us know all about yourself and all you can tell us concerning your classmates. Address all communications for this department to G. E. Wilbur, Lock Box No. 373.

Banquet of the Luzerne County Alumni.

On the evening of November 2d, a large number of the B. S. N. S. graduates met in the city of Wilkes-Barre, the occasion being the annual banquet of the Luzerne county branch of the Bloomsburg Normal School Alumni. There were also present several of the Normal School faculty and a delegation of alumni from Scranton and vicinity swelling the number to nearly two hundred.

The reunion of long separated class-mates, recalling the pleasures and hardships of student life, renewing the half-forgotten jokes of bygone days, exchanging news concerning absent friends, and the revival of all the varied memories of "Auld Lang Syne" made the meeting one of the most delightful ever held. Two hours flew past all too rapidly for the happy alumni, who almost imagined themselves once more within the walls of the old Normal, and the remark was frequently heard, "This is just like a Normal sociable.

The merry company then passed to the dining room, where the feast of material things in no wise interfered with the evening's jollity. The assembly was at last called to order by District Attorney Garman of Wilkes-Barre, who presided in a humorous and genial manner, and called upon several to respond to toasts. Dr. Welsh and Prof. Noetling spoke of the prosperity of the school, the improvements which have been made, and the new features which have been introduced and called upon the Alumni for their co-operation in continuing to raise the standard of scholarship and professional training. Prof. A. W. Moss, of Wilkes-Barre, of the class of '75, spoke of what the graduates of his time are doing for the cause of education. A poem was read by Miss Margaret Evans, of West Pittston, of the class of '91. The speaking was interrupted by music rendered by a delegation from the school.

The officers elected for the ensuing year were as follows: President, G. J. Clark, Esq., '83; Vice President, Prof. A. W. Moss, '76; Secretary, Miss Wintersteen, '89; Treasurer, B. F. Myers, '88.

At a late hour the company reluctantly separated, each with a deeper loyalty to Alma Mater, and a firmer resolve to carry out the principles for which she stands, than ever before.

Alumni Notes.

'70. Melick, Leoni, Valedictorian, classical Department of the first class graduating from the Bloomsburg Literary Institute and State Normal School. After graduating at Yale, Class of '73, Mr. Melick spent two years in Heidelberg University, Germany, and upon returning to this country entered as a student the law office of Samuel C.

Perkins Philadelphia. He is now Senior partner of the law firm of Melick & Potter which has a very large and lucrative practice. His address is 4th and Walnut streets Philadelphia.

'70. Billmeyer, Frank P. graduated at Lafayette College class of '73. Historian of his class, and a member of the Theta Delta Chi Fraternity. He was admitted to the Columbia Co. bar in 1875, was elected Dist. Atty., and at the close of his first term was renominated by his party without opposition. He was a member of the Board of Trustees of the Normal School from 1877 to 1892 and served continuously as Secretary during that time. He was for many years Secretary and Ass't. General Manager of the Bloomsburg School Furnishing Co. He was so eminently successful in managing all affairs entrusted to his charge that he was offered a responsible and profitable position with the United States School Furnishing Co. with whom he is still associated.

'71. Garman, John M. District Attorney of Luzerne Co., Pa. Mr. Garman was a success as Superintendent of borough and county schools. He left the profession however, for that of the law and immediately took rank among the first at the well known Wilkes-Barre bar, and his nomination for the office of Dist. Att'y, was almost equivalent to an election. It is rumored that his many friends are urging him to be a candidate for Orphans Court Judge next fall John is in great demand as an after dinner speaker or toast master at all banquets in reach of him.

'71. Berryhill, Kate J., has been almost constantly engaged in teaching since her graduation. Her labors have been attended with success because she loves the work and tries to keep abreast of the times. Miss Berryhill is now located at Jersey Shore, Penn'a.

'72. Harman, David A. Supt. Hazleton Public Schools. In the summer of 1872 Mr. Harman assisted Mr. Garman in the Juniata Co. Mid-Summer Normal School, and taught that winter as principal of the Thompsontown Schools; for the next two years he was principal of the Mifflintown schools and resigned on account of ill health. After one year's rest he accepted the principalship of the Educational Dept. of the Chester Springs Soldier's Orphan School, where he remained four years; he then spent one year in the Law Dept. of the University of Pennsylvania under the preceptorship of the Hon. Benj. Harris Brewster, but returned to his chosen profession in 1881 as Principal of the Hazleton schools. In 1882 he was elected Superintendent which position he still holds. Prof. Harman is a firm advocate of Normal training and always has been, he thinks, however, that at least one year should be given to Specific training in the Theory and Practice of Teaching with all that the term implies, he has no objections to Normal schools doing Academic work but does insist as above, that at least one year shall be devoted to professional work, when the work of the Seniors shall not be divided between Geometry and a half dozen other branches, and Mental Philos, History of Education, Methods, etc., and through fear of failing in the former give too little attention to the latter.

'74. Weaver, Philip V. Scientific Course. Mr. Weaver after graduation read law, was admitted to the Luzerne Co. Bar, and located at Hazleton, Pa. He has just completed a term as Register of Wills of Luzerne Co. He has a large law practice. He married Miss Lou. E. Bauer who was a Normal School student in 1879—80. They have a handsome home at Hazleton.

'74. Mears, Geo. V. Dr. Mears is a successful physician in FonduLac Wis. He

married Miss Lucy Perkins also of the class of 1874 They have a handsome house in the above named city and what is still better a handsome boy. Miss Perkins was an assistant teacher in the Preparatory Dept during the school year 1874–75.

'75, Cole, (Bittenbender) Ada M. Mrs. Bittenbender taught in the public schools for a number of years after her graduation, and during 1877–78 was principal of the Model School of the B. S. N. S. She was married to H. C. Bittenbender a B. S. N. S. student from 1869 to 1871. They together moved to Nebraska and are now located at Lincoln that State. Mrs. Bittenbender read law in her husbands office and was admitted to the bar. At the last election she was a candidate for Justice of the Nebraska Supreme Court, and, although defeated, ran ahead of the ticket.

'76, Schlicher, (Williams) Martha. Residence Hazleton, Pa. Miss Schlicher taught several terms in the public schools of the state. She married Mr. Williams of Hazleton, who is engaged in the stationery business in that city, and is also interested in the manufacture of slate at Slatington. They have a nice home in Hazleton, but no children.

'76, Harman, (Leonard) Lizzie R. Mrs. Leonard taught in Juniata and Chester counties and afterwards for several years in Hazleton, Pa. In 1889 married and now lives in Elkins, W. Va.

'76, Patton (Smith) Ida J. was a teacher in the Juniata Co. schools and afterwards in Hazleton, most of the time as Asst. Prin. of the High School. In 1889 married Dr. Smith and now resides in Oakesdale, Wash.

'77, Robbins, Honora A. Miss Robbins was for a number of years a very successful teacher in the public schools of Shenandoah and elsewhere. She became a post-graduate student at the B. S. N. S. and subsequently took a course in Medicine in the Woman's Medical College at Philadelphia. She is now located in Bloomsburg and is meeting with well merited success in her profession.

'78, Rogers, Ella C. taught several terms in this state, went west and made her home at Walla Walla, Washington, and achieved distinction as a lecturer. She is now in Pennsylvania and is in great demand as a temperance lecturer. She has of late been filling numerous engagements in the Wyoming and Lackawanna valleys.

'79, Kern, Emily G. is teaching in Raton, New Mexico. She is delighted with that section of our country, and with her work. She subscribes for the QUARTERLY.

'79, Cather, Will A. is a successful manufacturer in Bluefield, W. Va.

'80, Mears, D. W. Dr. Mears is one of the most successful practitioners on the mountain. He is now practicing in Audenried. His only shortcoming so far as we know is his bachleorhood.

'81, Sharpless, Harry F. is now located in Pueblo, Colorado. He has been very active and successful in business and has one of the finest homes in the city. He was one of the first subscribers to the QUARTERLY, his address is P. O. Box 776.

'82, Ragan, May since her graduation has been connected with the Hazleton schools. This year, however, she is taking a rest. She visited the Worlds' Fair and friends in the West and is full of interesting facts concerning the great show. Rumor says that she does not expect to return to the school room.

'83, Fallon, Peter F. served as Supt. of of Hazle twp. for three years, and is now teaching in that twp. He owns his home and has a fine family, was elected Alderman a year ago and undoubtedly well fills the chair, he is also agent for school desks and supplies in general.

'83, Secor, James G. is principal of the Carey Avenue Schools in the City of Wilkes-Barre. Miss Abbie Leonard of the class of '83 is one of the teachers.

'83, Hight, Frank. is teaching at Turlock, California and thinks that in many respects that country is ahead of Pennsylvania.

'83, Powell, Chas. R. is teacher of stenography and typewriting in the Morrell Institute, Johnstown, Pa.

'83, Hunt, Levi. is one of over 400 attorneys in Denver, Colorado, who are trying to make an *honest* living practicing law, and from what we hear he is succeeding. He is getting quite a reputation as a "stump speaker." A friend of his says "he is a reliable Republican," but thinks he is inclined to *hedge* on the Silver question.

'83, Clark, G. J. was for a number of years Principal of the Luzerne Borough Schools. He is now practicing law in Wilkes-Barre, Pa. Office No. 12 N. Franklin street. We asked him for some account of his behavior, without asking his consent we take the following from his reply: "You suggest a little autobiography of myself. I am sorry I cannot furnish you with one, but I have none on hand at present. I have endeavored to hire some competent person to write one for me, but it was a failure. I apprehend that the remuneration offered was not sufficient to induce the effort required. I could hardly afford to pay a good autobiographer to write up what I have done or omitted to do, as I can easily ascertain the facts by running for some public office. In my boyhood I was a source of more or less anxiety to my mother. In my school days my teacher found it necessary to keep an eye on me; when I flourished the "gad" my patrons were on the lookout for my appearance; when I worked on a farm I was on the lookout for shade trees; since being admitted to the Bar in January, 1891, I have been on the lookout for clients, and now I am on the lookout for a good autobiographer. If you have one on hand who will work and ask no bothersome questions concerning pay, please let me know and perhaps I will engage one for a few hours. I have not yet made a fortune, but am not discouraged for I have heard it said that "all things come to him who waits". Therefore have hope and the first time I run across an autobiography that will fit me reasonably well, I'll try and secure it for you."

'84, McAniff, M. H. is another of the B. S. N. S. boys who is trying to earn an honest living by practicing law, and from all that we can hear is making a success of it. He is a member of the Wilkes-Barre Bar. He is keeping house in Ashley, and in this business has a partner.

'84, Limberger, Annie R. after teaching several years, part of the time as Prncipal of the Model School, went as a missionary to Pueblo, Mexico. She has been visiting her home Danville, Pa., while on a short vacation. She spent a couple of days at the Normal and her presence and talks were highly appreciated by faculty and students.

'85, Sloan, Frank. left the Normal in 1885 after pursuing a special course in Surveying and Higher Mathematics. He has been associated with several Engineering Corps in important positions and work. Frank is now Chief Engineer of the City and Suburban Railway Company, Baltimore, M. D. His address is 512 Equitable Building.

'85, Laudig, O. O. taught in public schools several terms. Graduated at Eastman's Nat. Business College. Took college course at Lafayette and while there was editor-in-chief of *The Lafayette*. In 1891

attended King's Polytechnic Univ. Aix-la-Chapelle, Germany. In 1892, School of Mines, Paris, France. From Dec. 1, 1892, to May, '93, was connected, as chemist, etc., with Salem Furnace Co., in Salem, Va., and subsequently with the Pulaski Iron Co, Pulaski, Va. On Jan. 1, '94, he accepted a position as chemist and assistant to General Manager with the Buffalo Furnace Co., Buffalo, N. Y, where he now is, with a salary of $1200 a year with fine prospects of promotion in position and increase in salary. He speaks, reads and writes German and French. He warmly endorses the B. S. N. S. QUARTERLY project. His one failing is "single unhappiness."

'85, Bierly, L. P. taught at Conyngham, Pa., was then elected Prin. of the Green St. schools in the city of Hazleton, afterwards Asst. Prin. of High School, and for the last three years has served as Principal. Has a wife and two children. Is doing good work, a hard student, earnest teacher and commands a salary of $100 per month.

'86, Kline, M. A. has taught in four states, Penna, Ohio, Colo. and Texas, and is now President of Willis College, Willis, Texas. He has worked his way to the degree of B. S., and now has his eye on Ph. D. *pro merito.* He thinks Texas, the land of eternal spring, is destined to be the land of the future.

'86, Lehe, Anna E. is teaching in Shenandoah City, Pa. She gladly welcomes the coming of the QUARTERLY.

'86, Hill, (Hetler) Maude A. taught several years with good success. She married Mr. Hetler, a former Normal student. They have one child.

'87, Martin, W. E. teaches in Hazle twp., Luzerne Co. Married, has one child.

'87, Snyder, Harris E. After teaching several terms, entered the U. S. postal service, and is now mail agent on the D., L. & W. R. R. between Northumberland and Scranton.

'88, Breisch, E. E. is a student at Lafayette College, Easton, Pa. His address is Powell Hall, No. 158.

'89, Bucke, L. L. is Principal of Houtzdale, Pa., Graded Schools. His motto is *Labor omnia vincit.*

'89, Robins, Anna A. is a student at Lafayette College, Easton, Pa. His address is Powell Hall, No. 158.

'89, Bucke, L. L. is Principal of Houtzdale, Pa., Graded Schools. His motto is *Labor omnice vincit.*

'89, Robins, Anna A State certificate, is located in Salt Lake City, Utah. Address P. O box 795.

'89, Hutson. Ruth E. is a nurse in the City Hospital, Boston, Mass. She enjoys her work and thinks she has found her sphere of usefulness. Address No. 65 E. Springfield St.

'90, Sickler, Rose. is a missionary in China. While a student she showed marked literary ability, and wrote a number of poems which found ready publication. Her location in China has been changed several times, once on account of the riots she was compelled to leave Nankin hastily and take refuge in Shanghai. She subsequently went to Wuhu and enjoyed her work there very much, but against her will was voted back to Nankin. She will marry Mr. Williams, a missionary, this spring and they together will go into the interior to do evangelistic work. A few of her class-mates subscribed $25 to aid her work. She acknowledges the receipt thereof and feels very grateful for the kind remembrance. Wherever she may be a letter addressed to Nankin will reach her.

'90, Hermann, J. O. is the Principal of the eight schools of Edwardsville, Luzerne county. A good position. He receives a

salary of $90 per month for nine months, with a night school at $30 per month for four months.

'90, Rinehart, Daniel is located at Ringgold, Md. The QUARTERLY is the thing he has long hoped for.

'91, Longshore, Katherine is doing excellent work as assistant in A Grammar grade, Hazleton, Pa., with a salary of $50 per month.

'91, Keen, Laura May Principal of Vine St. building, Hazleton, Pa.; teaches B Grammar grade and is worth every cent of the $60 a month she receives.

'91, Creasey, Mark is Principal of the graded schools, Hawley, Wayne county, Pa. He is doing his best to keep and build up the reputation of his *alma mater*. Last spring he took post graduate studies at the Normal. Mark does not propose to stand still in the profession.

'92, Shafer, W. A. is an assistant in the Grammar school at Stroudsburg, Pa., a nine months school. He enjoys his work and has plenty of it as he is now teaching ten classes a day. Stroudsburg has a splendid school building, eighteen rooms, and the Smead system of heating and ventilating.

'92, Burrow, Bertha W. is at Johnstown, Pa. Her address is No. 70 Haynes St.

'93, Bray, Wm. R., Alden Station, Pa. heartily endorses the issuing of the B. S. N. S. QUARTERLY, as do all old students from whom we have word.

'93, Learn, May is teaching at Noxen, Wyoming county, Pa.

'93, Miller, Jennie H. is located at Doylestown, Pa.

'93, Everett, Minnie is holding a good position and doing good work at Montgomery Station, Pa.

'93, Fahringer, Effie teaches the Mainville, Pa., schools.

'93, Weiss, Clem is Principal of schools at Lime Ridge, Pa., and Hattie Ringrose of '92 is his assistant.

Athletic.

Foot Ball.

No phase of our normal school life has been marked by more rapid change during the past few years than the athletic. Not only have all the leading branches of athletics taken a place among us, but they have come to stay. Permanent tennis, foot-ball, and base-ball organizations have been effected and their wholesome influence upon the life of the school has been very marked.

The only one of these games that seems to need defence in these pages is that of foot-ball. After a career of about fifteen years here in America during which time the game has gone through an evolution from a stage of crudity to the highest scientific development ever reached by any game, cricket perhaps excepted, it has achieved a popularity hardly equalled by base ball in its best days. Until recently foot-ball was confined almost entirely to our schools and colleges. During the past year or two "town teams" and athletic association teams have been organized almost everywhere. Now a game may be adopted to the needs of physical culture in college or school and yet be made to serve evil purposes by outsiders. As has been said by Drs. Hearton, White and Wood. "The Universities of Harvard and Pennsylvania may through their respective teams meet one another upon the field in a gentlemanly manner: and yet rival cycling or boating clubs, or rival gangs of street boys may make foot-ball an excuse for fighting out their jealousies." It is the purpose of this paper to defend the game as a *school* game.

The leading questions which presented themselves at the outset can I think be limited to four. 1, what is the place of foot-ball in education? 2, Is the physical danger attending it too great to warrant its

continuance ? 3, Is it brutalizing either to the player or to the spectator ? 4, Can anything be done to eliminate its undesirable features ?

The Educational value of athletics in general is undoubted. An unfailing supply of physical health and energy is better stock in trade in any avenue of life, than any other resource. Physical strength can no more be secured without physical training than can mental strength without mind culture. The rising generation of educated young men is stronger physically than the generation to which our fathers belong. because body training has come gradually to be recognized as a necessary phase of education. Our fathers know how little systematic physical culture was indulged in, in their school days. If our youg men and women should show a tendency to go too far in this direction (they have not done so yet) it is because their fathers and mothers did not go far enough.

The moral atmosphere of our schools and colleges has been wonderfully clarified during the past fifteen or twenty years. That the credit of this transformation belongs in a large measure to athletics the faculties of every one of our leading institutions of learning are agreed. The surplus animal spirits of boys and young men, which used to be worked off in carousing, hazing, gambling, and licentiousness, and which the faculties of a generation ago know not how to dispose of, is now used up on the athletic field.

The physical value of foot-ball as compared with other athletic games is very great. I can do no better than to quote Drs. Wm. White and Horatio Wood on this point. "Rowing, as practiced to-day, developes chiefly the muscles of the back and hips ; it does little for the front arm, practically nothing for the pectoral muscles. Base ball makes but little demand on the left arm or the left side of the chest. Cricket and tennis are also "right sided" games. None of them is to be compared with foot-ball in the direction of bringing *all* muscles into play. And moreover, in none of them except rowing, is the training so valuable in strengthening the great involuntary muscles, those of the heart and diaphragm observed with anything like equal strictness. The moral tendencies of the game I shall speak of later on.

It is argued that the physical risk to which players are subjected is too great. On this point there must always be difference of opinion. Deaths resulting from injuries received on the foot-ball field are very few in number as compared with other lines of sport. Those who lose their lives annually in skating, shooting, and horse-back riding vastly out number those who die of foot-ball injuries and that not only absolutely but in proportion to the number of persons engaged. Very few *permanent* injuries have resulted from the game. Official investigations by Dr. White, of Philadelphia, Dr. MacDonald of Princeton, Dr. Seaver, of New Haven, and Dr Sargent of Cambridge, reveal the remarkable fact that during the past ten years no *permanent injury resulting from foot-ball has occurred at any* of the four institutions represented by these gentlemen, viz: University of Penn'a., Princeton, Yale and Harvard. No player has ever suffered permanent injuries at Cornell. Foot-ball being a man to man contest, is necessarily rough and, to quote Drs. Wood and White again, "to those who think that bloody noses, torn ears, blackened eyes, bruises or sprains, or an occasional scalp wound, are mighty evils, the game must always be an objectionable one. But to those of us who believe that in the life of a boy the occur-

ances of injuries not severe enough to leave permanent traces is not necessarily an evil but often even a positive good by encouraging fortitude, manliness and high spirit, the question as to the danger of foot-ball in our college is only to be answered by absolute statistics.

Now as to its alleged brutality. Does foot-ball tend to make those who engage in it brutal? Any one who has had a grain of practical experience knows that its effect upon the minds of well meaning young men is exactly the reverse. It requires patience and self-control always, and many times under the most exasperating circumstances. The foot-ball sentiment of our good institutions is decidedly on the side of clean, fair, honest play. A sense of honor is encouraged and brutal roughness is quite generally condemned. That there are brutes in our colleges and that that species sometimes finds his way into the foot-ball team cannot be denied, but that any well disposed young man has ever been brutalized by participation in the game certainly can not be proved. On the other hand, many a young fellow brought up in idleness and luxury has been made a gritty, steady, level headed fellow by the steady discipline and self restraint required in training for a place on the eleven.

The game is too valuable to be sacrificed to a passing wave of hostile criticism. Any game in the stage of development needs careful watching. A few modifications in the rules will clip away the objectionable features. The mass plays have become too dominant. These add unnecessarily to the roughness of the game and detract from its interest from the spectators point of view. Before the next season opens proper legislature will have been effected by those qualified to make it, and foot-ball will hold its old place in our educational institutions on its merits.

Chas. Kingsley in his Hypatia lets fall from the lips of the Christian Bishop Synesius, on an occasion when the hunting proclivities of that old worthy were called into question, these words: "The hunt gives me endurance, promptness, courage, self control, health and cheerfulness." Would not the same words serve as an apology for our American game of foot-ball?

Tennis.

Among the many improvements that have taken place on Normal Hill during the past few years, few are more worthy of favorable mention than those which contribute to open air recreation for our students.

Many of our readers will remember that part of our campus north of the dormitory was a wilderness wherein a few garden vegetables and many weeds struggled for the mastery, with the odds largely in favor of the latter. Nowhere is a more radical and pleasing change apparent.

The slope has been carefully terraced and sodded, and is now occupied by five as complete tennis courts as are to be found anywhere, to say nothing of a little gem of a croquet court.

They are neatly fenced with wire netting and equipped with everything that can contribute to the full enjoyment of this most delightful sport. Old and young alike vie with each other in their eagerness to engage in this health giving exercise Dull care has no abiding place on this part of our domain. One has but to note the sparkling eye, the healthful glow, the merry ring of happy voices to thankfully realize that tennis came none too soon, and has come to stay.

This improvement is due in a great measure to the students of the school, who a few years ago effected an organization known as "The Oriole Tennis Club." The energy displayed by some of the fair sex in procuring means was phenomenal, while

the muscular anatomy of the sterner sex bore painful testimony to their devotion to the good cause.

The club is now one of the most flourishing in the school. It is entirely safe to say that the spring campaign will open with more than one hundred rackets in the hands of as many enthusiastic members, and many a valiant knight and lady will be found ready to battle for the honor of our chosen colors,—orange and black.

A tournament was arranged for last June and many sharp and interesting contests took place; but owing to unforseen circumstances, several of the matches could not be finished. We propose this year to profit by the experience of last, and we promise ourselves a *good, square, all around* tournament that shall fire the heart and steel the nerves of all, even from the least experienced to the most gory champion that our circle affords.

Do you not rejoice with us that our lines have fallen into such pleasant places, and wish *just a little* that you were a normalite again?

Gymnasium Notes.

The new gymnasium was opened about January 15, under most favorable circumstances. The director, Mr. A. K. Aldinger, was on hand, and inspired from the start an interest and enthusiasm that was more than gratifying. All the students have been assigned regular gymnasium periods, during which they are given class drills. The ladies and gentlemen take the work on alternate days. The gymnasium is open each afternoon, from four to six o'clock, to the ladies and gentlemen on alternate days. The attendance on these occasions has thus far been very large.

Gymnasium enthusiasm has not confined itself within the brick walls on Normal hill. A widespread interest in the "gym" is abroad in the town. The outcome has been the organization of two town classes. One of these, composed of ladies meets for instruction during the day. The gentlemen's class convenes in the evening. The fees charged those who are not students have been made reasonable, in order that the privileges of a first-class physical education may not be out of reach of persons of even ordinary means

Both ladies and gentlemen have found it convenient to provide themselves with gymnasium costumes. The costumes of the ladies are of the Swedish pattern, consisting of a blouse or waist, and divided skirts. The gentlemen have furnished themselves with quarter sleeve jerseys, tights and trunks. All are obliged to provide themselves with gymnasium shoes. Heeled shoes are debarred. These costumes allow freedom of movement, which is denied those who wear ordinary clothing and are for this reason almost indispensible.

Miscellaneous.

"Good to be wafted down the stream,
In a gilded bark with silken sails;
Under the shadows of stately trees,
Fanned by the breath of scented gales."

Better to breast the angry waves,
Up to the lips in their icy roll;
Sinewy strength at its utmost strain,
Eager eyes on the distant goal.

"The bravest man I ever knew," said old Mr. Robbins, "was an old soldier with one leg named Jones."

"What did he call the other leg, dad?" put in the youthful Bobby. Then silence did not merely reign, it fairly poured.

Prof. D.—"What were the Greeks noted for?"

Miss Information.—"They set the Hellespout on fire."

Our Quarterly's Birth.

It was night time on the "Hill,"
And the air was wondrous still;
All the world, it seemed was sleeping,
E'en the stars were shyly peeping—
Peeping that dark curtain through,
Winking as if drowsy, too.

All? Nay,—Yonder gleamed a light
Shining out into the night,
All the branches brightly gilding
As it came from that old building—
Building to us all well known,
Though from thence, we now had flown

'Twas the office light's bright glow
Streaming out upon the snow;
And within, sat those Professors
We remember as possessors
Of unlimitable love,
Each with wisdom brimming o'er.

Long they sat there, talking thus,
Till, at last, they spoke of us;
Spoke of us, their children many—
They had not forgotten any—
Any of their children all
Who were once at Normal Hall.

Yea, they even wished once more
They could gather to the door;
In spring's brightest, sunny weather
Could bring all of them together
And, leading all the Normal through
It's many changes bring to view.

But, alas! they knew how vain
Was the hope of all again
Ever to those halls returning,
Even though their hearts were yearning
For those well remembered places
And the dear, familiar faces.

Then spake one in accents clear,
"We have now, for many a year,
Called our children to the Normal—
Not in words precise and formal—
But in heartfelt, truest cheer,
Bid them come from far and near."

Many have obeyed these calls,
Have returned to Normal Halls;
But each year, they're growing older—
Age may make their love grow colder—
By the cares of life beset,
They may Normal days forget.

That this state may ne'er be so,
Let us to our children go;
Tell them how the family's growing,
Share the cares that time is sowing:
'Mind them of their Normal days
By shedding broadcast, Normal rays.

Wisely spake that honored sage,
Words well suited to this age;
Hearing which, that faculty
Gave to us our "Quarterly"—
Gave to every Normalite
A power to help them toward the right.

Let us make it our delight
To increase this power's might;
As the elder children let us
Never have the young forget us—
Show them that we still are living
By the love and help we're giving.

Prove our work is still "not done,"
Yea, is even "just begun";
All our fire and zeal renewing,
Gladly, each his best work doing—
Work for Bloomsburg's Quarterly
Till its' fame we proudly see.

MARGARET M EVANS, Class of '91.

The Normal Ladies' Lament.

N. O. BANGS.

A tale of woe our hearts is rending,
Of dire calamity impending
On Normal's classic hill.
O'er us a mandate cruel is sending
Disaster far beyond the mending
Of potion, lance, or pill.

Man ne'er can guage such tribulation:
He calm ignores our consternation,
Or mocks us with his smile,
We're forced in hopeless desperation
To womankind for consolation
As will such grief beguile.

It's woman's sphere to look enchanting,
A trait of nature's own implanting,—
'Tis hers by right; 'tis fair
For her to seem bewitching, taunting,
With sylphlike airs man's vision haunting,
His fickle heart to snare.

To keep his admiration whetted,
Sweet, cunning curls all coaxed and petted,
Our wayward locks did tame.
Our stubborn bangs we *fried* and *fretted*;
And owned their beauty all indebted
To a smoky gas lamp's flame.

But e'en this boon is now denied us,
Electric progress hath defied us,
And we must meekly bow.
Still worse, its searching rays deride us,
When fain we would more gladly hide us
With our sadly wilted brow.

That curling iron e'en age retarded,
And mourn we must for a departed
Friend so tried and true,
When shocked and shorn and broken hearted,
With eyes aflame and tears fresh started,
We bid our bangs adieu.

Those halcyon days oft sung in story,
When woman's frizzes were her glory,
Are ours, alas! no more.
Must we descend to customs hoary,
And search for styles becoming o'er a
Fashion plate of yore.

Firm as a tree whose heart is oaken,
Proud man, creation's lord, hath spoken;
Let woman silence keep.
What though our cherished hopes be broken,
'Tis ours to know by that same token
We naught may do but weep.

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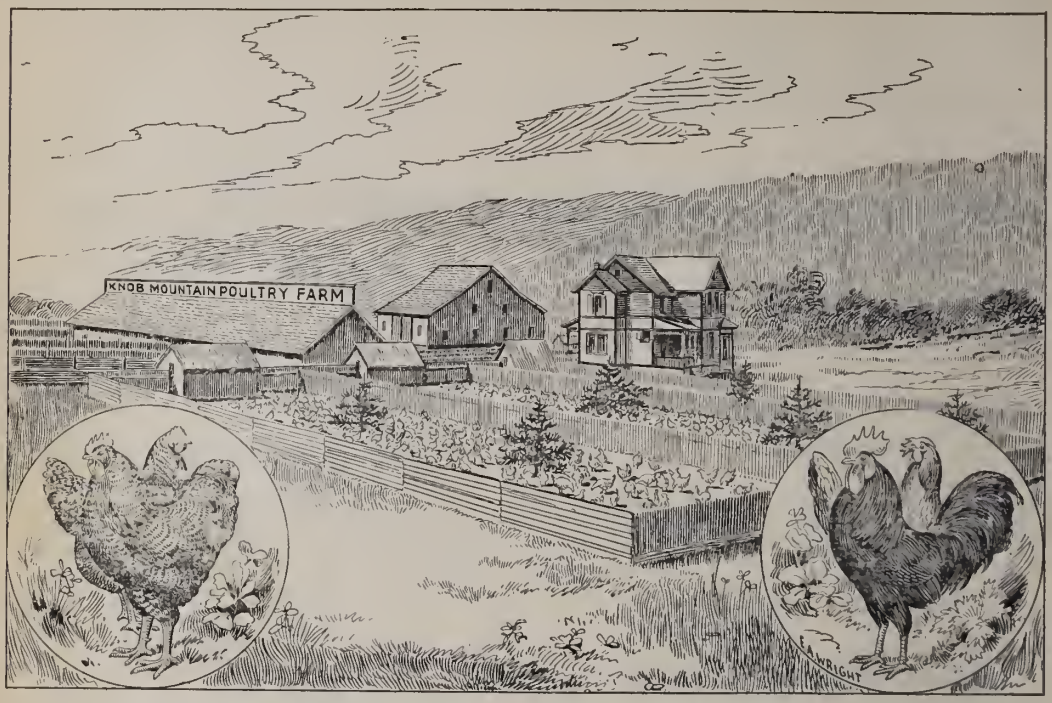
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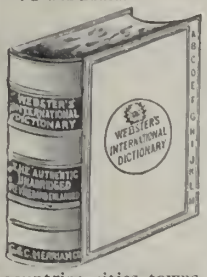
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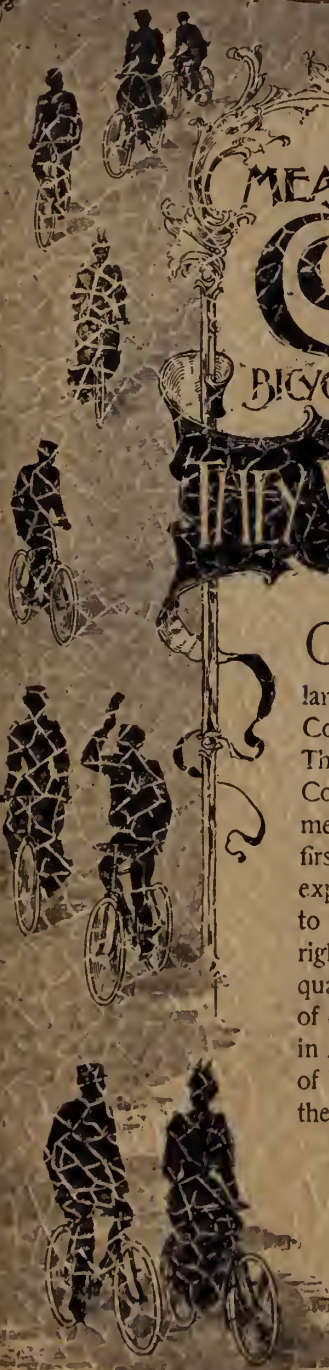
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SPRING is with us and the voice of the lawn mower is heard in the land. Never before have the grounds on Normal hill given promise of greater attractiveness than at present. The new building closes the gap formerly existing between the Model School and the Dormitory, and the lawn, diversified with flowers, sweeps smoothly to its threshold. The old board walks have vanished and are replaced by others of substantial stone. Hemlock Hall of ancient days has disappeared and its site has been added to the new athletic field which is rapidly approaching completion. The tennis courts above the buildings, are in their usual fine condition and are duly appreciated by the lovers of that game.

Inside the building, as well as out, improvements are continually in order. The library has been moved from its former position to shelves provided for the purpose in the new study hall. A new arrangement of the books has been made which will aid the student materially in working up any desired subject. The new building, with all its departments, the electric lights and many other minor details speak for themselves.

Nearly 500 students are within our walls this term and, as examination draws near, steady hard work is going on. Our school is growing with a constant, healthful growth which is the best possible testimony that on Normal hill, surroundings and conditions are favorable to the best mental, moral and physical development of the student life entrusted to its keeping.

THE first issue of the QUARTERLY, in spite of mistakes, which, following the usual editorial precedent, we will ascribe to the printer, seems to have met with the approval of our friends. With the issue of this second number it may fairly be considered as something more than a mere experiment, although its future will still

depend upon the support afforded by its readers. It is the especial desire of those having the publication of the paper in charge, that the alumni should have an interest in the success of the paper and be willing to aid us, not only with subscriptions, but with that which will contribute more to a permanent success, a hearty sympathy with its purposes and personal effort to make the paper in every way a worthy exponent of the school and cause it represents.

We are pleased to welcome as exchanges the *Amulet*, of West Chester, the *Panorama*, of Friends School, Providence, R. I., the *Public School Mirror*, of Clarkesburg, W. Va., and the *Seminary Opinator*, of Kingston and others. It is our purpose at some time in the future to inaugurate an exchange department in the QUARTERLY when we hope to repay in kind some of the kindly notices we have received from these, our friends.

Again let us remind one and all that we wish the QUARTERLY to represent and to be of assistance to the scholars of other days as well as those who are now within the Normal walls.

IT is very common in schools and colleges for students to think the tuition they pay is sufficient to cancel the entire cost of their education, but the facts in the case are that there is not a *great institution* of learning, from the universities down, that could survive six months on the fees of the students alone. Every university and college lives because some great-hearted men and women of wealth, who know the value of education and its influence in making men and women better and happier, have opened their purses and given to these institutions large sums of money for buildings and equipments. State Normal Schools are not exceptions to this rule. They are started on large sums of money raised in the communities where they are situated, together with other large sums appropriated out of the State Treasury. As they increase in public favor they must increase and improve their accommodations by erecting additional buildings and providing the best teachers and apparatus.

The value of the buildings and equipment of the Bloomsburg Normal School, in round numbers, is about $350,000. The salaries of officers and instructors amounts to nearly $18,000 and the household expenses cost in the neighborhood of $90,000 a year.

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There must be within reach of this Normal School 300 young people who need an education and who are *imagining* that they are unable to raise the funds. But what young man or woman of snap, *who really wants* a first-class education, could not get together $17 a year? Friends of the school ought to make it a point to make these facts known so that young people who want these advantages may get them at a cost that makes them almost a gift.

Pedagogical.

CORRECTION.—In the fifth line of the second paragraph, page 8, of the February number. *nullification* should read *unification*.

What conception the schoolmasters of the past had of the human mind and of the object of education it is difficult to tell; however, judging from their methods of instruction, one is strongly led to the suspicion that they looked upon the intellect—the only mental power that received attention—as a capacity, something to be filled, and the school not much unlike a packing-house or a pumping station, the pupils doing the packing and the teacher pumping the undigested mass out to make room for other similar installments.

It would seem that the dead of the past should have been buried with the past, but evidences are not wanting to show that some of it has survived and found a lurking place here and there in not a few otherwise educated heads. These appear to regard the something to be filled as possessing unusual elasticity, capable of receiving the contents of text-book upon text-book without rest either day or night. They are ever apprehensive that the children may not have tasks enough to occupy their waking hours. If the little ones are busy at pouring in and the teacher equally so in bringing forth the unwilling, ill assorted mass, they are satisfied that the youthful minds are feeding in pastures green and strong and the teacher, the shepherd of the flock, is master of his profession.

Since this method ignores both digestion and assimilation, it has not inaptly been termed "the pouring in and pumping out method." The continual surfeiting of the intellects of the little victims produces frequently not only nausea, but, worse still, mental dyspepsia. No one who advocates this irrational treatment of child mind would for a moment think of subjecting his stomach to the same process of continual stuffing without allowing it ample time for digestion, nor would a competent physician require his patients to pour a continuous stream of medicine into their stomachs without giving time for absorption. It is neither the *quantity* of food nor that of medicine that produces the best results, else the greatest gourmand would be the healthiest and strongest or the one who flooded his system with the largest quantity of drugs would the soonest be restored to health.

The work of the intellect is, generally speaking, similar to that of the stomach; in both there is reception, digestion, and assimilation; both too, require time to do their work and periods of rest to renew energy. Besides, education is not a material thing that can be transferred, at will, from one compartment to another like merchandise, or even from one mind to another; similar to health and disease, it is a condition, a state of the person receiving instruction, a developing or growing state of all the powers, a forming of character; and the branches, so called, of study or objects and subjects of thought, only the means at the teacher's command of accomplishing the end in view.

It is not so much the subject of instruction as the manner in which it is taught that produces the desired result. Two teachers may give instruction in the same subject, arithmetic or language, for example, and one of them develop more mental power with one problem or exercise than the other with ten. The question is not, nor should it be, how much have the children done, but what can they do? It is not what are they doing, but what effect has their work upon their whole mental

make-up? When parents shall take the right view of education, when they shall regard it as the process of developing the boy into a man of noble purpose and the girl into a woman controlled by the same motives, they will no longer ask whether the children have enough to do, why they do not bring more books home in the evening, or whether they could not be pushed ahead faster, but what they are becoming, and what parental assistance the teacher may need to make his work a success.

It is still believed by many otherwise well informed people that any one who has graduated in a general course of studies, perhaps been pushed through or even only exposed to it, has an intimate acquaintance with all the perplexing problems of instruction, and management that daily confront the teacher. This erroneous idea rests upon the assumption that hearing lessons and teaching are one and the same thing, and therefore that any one who can assign lessons from a book and hear them recited is competent to administer the affairs of the school room. Scarcely more unreasonable would it be for a person who has been under the treatment of a physician to suppose himself competent to practice the healing art. He might know what medicines were employed in his case, but what would he know of the principles that controlled the physician in selecting, compounding, and administering them? Most of the wretched work that is done in nearly all classes of schools rests upon this mistaken notion of teaching.

As might be expected, where so much ignorance predominates among the general public on the management of education, pretenders find a rich soil and a genial atmosphere. It is doubtful whether there is another profession or calling in which pretension and fraud flourish to the extent that they do in that of teaching; as a consequence the children, who should be fed on the kernels of knowledge, too often are required to nourish themselves on the husks and to delight themselves in it. If there is one thing that the majority of educators of the present day need more urgently than anything else, it is a knowledge of their profession.

When one listens to the profound pedagogical heavings of some of the would-be-educators, his heart must be made of stone, if he does not pity the children who are their dupes. But what is the remedy? Criticism, unsparing criticism! Any one who fears this is by implication a fraud.

Reading is generally so poorly taught that a change for the better should be insisted upon wherever it is needed and there are few schools in which the necessity does not exist But it may be asked: how is the improvement to be effected? The answer is simple, namely, employ competent teachers, competent in the sense that they themselves can read well and teach others to do so.

Reading is not a difficult subject to teach, but it is a lamentable fact that few persons who undertake to give instruction in it are themselves good readers. No matter how many useless rules for emphasis, pause, and inflection a pupil or a teacher may be able to repeat, if his articulation is faulty, his emphasis, like an india-rubber ball, comes down indiscriminately upon whatever chances to be in its way, and his word-groupings and inflections disregard the sense, it is not what can properly be called reading, but rather a burlesque upon it.

Reading is neither more nor less than talking, and emphasis, pause, inflection, word-grouping, tone, rate, etc., are all con-

trolled by the thought, hence all that good reading demands is to read thoughts and not merely words.

Poor readers cannot be transformed into good readers by practice in reading difficult constructions. In at least forty-nine cases out of fifty, with pupils otherwise advanced, a First Reader would produce better results than a Fourth or Fifth or even a Third.

Easy matter should be given until natural reading has supplanted artificial; after that, with care, that old habits do not return, the pupils will be able to help themselves.

It is no exaggeration to say that, with comparatively few exceptions, teachers permit beginners to drawl out the words of a sentence, one after another, in unnatural tones, without the least regard to sense, thus laying the foundation for poor reading.

Primarians should have short, easy sentences, and should be required to speak them in the same tones in which they speak to each other and to the teacher; and no other style of reading should be allowed.

Why is it that teachers so generally neglect the sounds of the letters and the diacritical marks? What other clue do they furnish their pupils for the discovery of the pronunciation of new words and for the early intelligent use of the dictionary?

As might be expected, singing fares still worse than reading; here not even words, but their fractional parts, syllables, usually accompanied by the thundering or roaring of the piano or organ and drowning the voices, greet the ears of the worshipers or audience. Dr. Thomas Hastings, an authority on music and a good reader, more than forty years ago said, "If there is sense in the poetry that is sung, it surely has a right to be heard and understood." Could not choirs generally take a hint from this and sing to make themselves understood?

Singers, and teachers of the vocal art, should bear in mind that it is the thought that is to be applied to the music and not merely the words or syllables. Thought should be sung as well as read. It is thought wedded to suitable music that moves the feelings and inspires a devotional state of mind; but that the devotion may be deep, the thought must be undivided. To perform their part of the service with the proper spirit, the singers must picture to themselves the thoughts they are uttering, but how can they do this when they are expected to listen to the thumping or groaning of a piano or organ, which should only be an accompaniment instead of a leader? It is impossible to pay attention to two things at the same time.

Force and movement should be governed by the thought and not by the whims of the pianist or organist. It is doubtful whether any other part of religious service is as thoughtlessly performed as that of song. Singers generally, and choirs especially, no matter what the sentiment may be, give their voices all the force they have at command. Indeed, not a little of the singing heard in churches and elsewhere, should be termed screaming, for it partakes more of the nature of that than it does of anything else—it lacks both "the spirit and the understanding."

Much of the earlier music written for the church service, except the great choruses, whilst perhaps well enough adapted to the times in which it was produced, is poor compared with that of later years in moving sinners to repentance. The popularity of the Moody and Sankey music is due, in large measure, to the adaptation of the music to the thoughts expressed in the hymns, and the power of that music no one who has heard it can doubt. The fault does not, however, always lie in the music, the poetry

frequently has as little to recommend it for the purpose for which it is used. Church hymnals, at least a majority of them, could be greatly improved by substituting for the dull and nearly meaningless hymns and melodies which cumber many of their pages, others of a more soul-stirring character. Soul-stirring has not yet been overdone. A little more religious fervor here and there would prove a blessing to many a cold and half-hearted Christian. It is doubtful whether any one could be found, look where you would, whose religious zeal is so intense that a small increment would set it on fire.

A primary teacher should not have more than thirty pupils, for few teachers can do justice to themselves and their pupils with more than this number. The work of the primary grade consists almost wholly of forming and reforming habits, and that each child may receive the attention it needs during this important period of its life, it must be continually under the watchful eye of the teacher, and this cannot be if the school is too large. Self-control, one of the first steps in the formation of character must here, too, be commenced, and this requires the careful study of each child, its controlling thoughts, feelings, and choices.

Penmanship seems to be, not one of the lost, but of the neglected arts. Teachers do not appear to be aware that there is morality in doing everything well—in precision and exactness; but carelessness has a marked effect upon character during the years when the mental constitution of the child is taking its setting, when its tastes and dispositions are forming. This fact cannot be too deeply impressed upon the minds of teachers.

More time should be devoted to the oral analysis of problems in arithmetic and less to blackboard work, than is usually done. It is safe to say that, in most classes, half the time spent at the blackboard is wasted. Too much time also is given to applications, many of them of doubtful utility.

No other subject attempted to be taught in our schools is more in need of help or better teaching than that of writing the English language. Failure follows failure as one goes from school to school or from teacher to teacher, and the blame is conveniently, and often perhaps innocently, placed to the credit of the children, but unquestionably belongs to the teachers. Trained in so-called grammar, in dissecting sentences and perhaps also in forming them, but not in constructing connected speech, the teachers are nearly as helpless in expressing their thoughts in writing as their pupils. There is however a remedy for the evil—assuming that there are teachers who are competent—and that is to begin early the training of the ear to discriminate between well constructed and faulty discourse and to continue the training unremittingly as long as may be necessary. Clearness, strength, and unity, when intelligently presented, are not beyond the comprehension of quite young pupils. It should further be remarked, too, that it is not by pointing out the blemishes in the writings of others that we acquire skill in the art of expression but by learning to avoid our own.

It is sometimes asserted by teachers and others that the methods of instruction employed in the towns and cities and in the Normal Schools, cannot be applied in the country. But such a statement, if made by a teacher, evinces either a lamentable degree of thoughtlessness or ignorance, whichever it may be; for it bears evidence that he does not understand how to adapt his work to differing circumstances.

Teachers of this class not unfrequently come from Normal Schools at which the practice-work is definitely laid out for those in the training class—they are told, at every step, what to teach and how to do it, in short, they are stuffed with outlines, "methods," and "tricks," but not developed, along broad lines of underlying principles, into intelligent, self-reliant and self-helping teachers.

Busy work should be educational work with a definite end in view, and not simply anything arbitrarily selected to keep the children out of mischief. Among the material suitable for this purpose, the following may be named: 1. Froebel's building blocks; 2. Beans, corn, buttons, counters, Mrs. Hailman's beads and lentils, etc., for laying forms; 3. Letter and word cards, for making words and sentences; 4. Number cards, for performing the four fundamental arithmatical processes; 5. Peas and wooden tooth-picks, for stick and pea work; 6. White or colored papers, for folding; 7. Colored papers, for cutting geometrical and other figures and pasting in symmetrical designs upon white bristol or other card board; 8. Gummed colored papers, for parquetery work; 9. Drawings made of simple objects and painted with water colors; 10. Clay, for modelling.

What is new or believed to be so, is not necessarily either new or true. It does not follow, for example, that because a law applies to a limited number of cases that it is universally true. What applies to sense knowing or experience, does not of necessity apply to thought knowing. The senses usually first takes in the whole of a thing, and then its parts; but thought cannot do this, it must build up by means of the imagination, and hence goes from the parts to the whole. No competent person, therefore, in teaching geography to children, would begin with the whole world or even with a continent but with the homes and surroundings of the children, and build out from these; in this way the picture grows in their minds until it is completed and seen in its entirety and can be intelligently studied as a whole.

In introducing the study of plant life to children, an experienced teacher would let them plant seeds and observe and note their germination and development from day to day. He would train them to become observers of nature, of the beautiful and interesting things with which the Creator has so plentifully surrounded us for our enjoyment and instruction. With advanced pupils he would, as a general thing, pursue the opposite course, the analytic method, in order to train them in the shortest possible time to the use of the key to plant recognition and self-help. To pursue the same course with children as with advanced pupils, namely, to require them to learn the, to them, meaningless scientific plant terminology, would be inexcusable.

The painful, yea pitiful efforts that are sometimes made in the name of psychology to extend the application of the maxims, "Proceed from the whole to its parts," and "from the near to the remote," to all possible subjects of instruction, make it necessary to give new and forced significations, to *whole* and *part* and to *near* and *remote*. If psychology is to be used as a cloak for such shallowness, then it is high time that its defenders came to its rescue, before it has fallen into utter disrepute—to the level of elocution.

Educational Limitations.

Are there educational limitations? If so, and any thoughtful person will agree that both with respect to the form and the function of education, there are certain well-

defined limitations,how may we in our teaching, come to fully understand what these limitations are and how to discover them ?

As commonly understood, we speak of a three-fold development of the child, meaning thereby, a harmonious development of his physical, mental and moral natures. To undertake the development of any one of these natures separately, and to recognize the interdependence of each upon the other as well as the utter impossibility of developing anyone of them apart from the others, these are some of the main difficulties that confront the thoughtful and really earnest teacher.

The first limitations of all educational possibilities are found in the individual. What I am in the subjective sense, will determine very largely all that I may become in any other. The subjective limit of education then is necessarily the first one that the careful teacher sets himself to discover. It is the first because it is the beginning and the end of all possibility in every child.

All recognize the truth so often told that "Education can only lead and assist, it cannot create." This means we suppose, that whatever does not exist in the child, can by no possible means be developed out of it. The subjective nature in each individual must stand as an insurmountable barrier to all possible development. Putting this thought in more concrete form, let us suppose that a really capable teacher stands before her class of twenty bright, trusting, honest children. In this class of twenty there are just twenty individualities, twenty great possibilities ; in some things they are exactly alike and yet in many other things wholly different. In so far then, as this teacher succeeds in finding the subjective nature of each of her twenty pupils, in so far is she on the way toward developing each child's personality. To do this is not easy. It is indeed a mighty problem. It looks all well enough on paper and to read about it seems easy enough, but to get down to the real work before us, to discover to every pupil HIS individuality—there's the difficulty. That requires a genius, a Froebel or a Pestalozzi.

If the determining of the subjective nature is a difficult task, there is a second limitation which it is equally imperative, shall be fully understood by every teacher before undertaking this work of education. We refer to the means employed to call into healthy exercise all the powers of each individual pupil. If there is a subjective limitation in every individual child differing in some points from that of every other child, then there must be a similar limitation in the peculiar adaption of the means used to call into activity that special individuality. This we may call the objective limit in education.

The extent of this subjective development and the intensity of it, depends, therefore, upon the proper use of the means employed in that development. It is true that certain conditions enter into these limitations. The matter of time allowed the teacher for his instruction, as well as the time allowed the pupil for the complete assimilation of each separate lesson or duty, are important considerations. Too many students in all grades of school work, are treated as so many empty vessels set before the teacher, to be poured into until their respective mental capacities are filled. Then they are said to be educated. No means have yet been devised as applied to the vegetable world, whereby a farmer may plant corn in May and harvest a full grown ear in June. Nature's methods are always sure but they are very definite as to time. So the teacher must be content with waiting for the complete assimilation by the pupil of all the means he has employed in calling into

active exercise any faculty of the child before he may hope for any manifestation of power. The objective side of education has reference wholly to the means used in the development of the subjective. Its limit must be reached when we have exhausted all the means that may be appropriated for this subjective development. True, all possible adaptation of the one or development of the other find their absolute limitiation in the individual pupil There can be no possible development where there is no responsive talent. The finest school building, the most approved systems of ventilation, light, heating, etc., the best supplied libraries and cabinets, and even the very best teachers cannot educate the individual in whom there is no capability.

Evidently then, the first duty of the teacher is to understand the individuality of his pupils. This determined he must decide upon a certain well-defined yet ever-varying means to call into healthful activity every capability in his pupil, and he will have reached the *absolute* limit of education for each individual pupil, only when he has properly employed every possible means to that end.

Notes.

More and more is forced upon us the fact that when the boys and girls to be found in the closely-graded school of the city come into competition with their country cousins, it is very apt to be to the credit of the children who live on the farm. This is the natural result of more than one circumstance in the education of each.

When Col. Parker went west he took with him ideas, plans and ways of action as well as thought novel and sometimes startling. That was ten years ago. Why is it that people have ceased to comment upon his plans and ideas? Simply because his thought has become so interwoven into the thought of the thinking teacher that he is no longer strange and misunderstood, but has become a part of the schools to such an extent that the most conservative believes in the same things he does, and looks from the point of view he has made plain. Col. Parker is the same man he was then. The school world has been influenced with his views, experienced by his convictions, broadened by his thought and appreciates what he has done for teachers and children.

Everything touches the child. He studies all subjects. He must study because he lives and breathes. All things about him touch him and waken his conscious life. He walks upon the earth. He notices the hills and valleys. He notices the trees and flowers—everything. What is the observation from all this? Only this: The greatest school on earth is outdoors—outdoors; and the teacher who can take her children outdoors once a week, that can spare time from the Arithmetic, that can leave off asking "What is the rule? Parse that word, spell it, pronounce it. With what does the verb agree?" has come out from Egyptian darkness into light.

"Why was the poet Cowper bankrupt?" "Because he Oh'ed (owed) for a lodge in some vast wilderness!



Philo Soliloquizing.

The Chapel audiences, tired and worn,
A world of worry with me have borne.
What laughter has soaked it through and through,
When my children joked as children do.
What heights have I climed in fancy pure;
What had my audiences to endure
Of woe, when jokes we piled so high,
Pitilessly, my children and I.

Splattering ink upon the driest screeds
That ever supplied a mortal's needs—
Orations given on this and that,
And essays read both gay and flat;
Often I prosed in a practical way,
Or caroled of life in verses gay,
Sometimes they'd cheer and sometimes they'd sigh—
Little cared we, my children and I.

O, friend of this sweet and passing year,
Something beside laughter and puns are here!
I can on each earnest, toil worn face
The record of many a battle trace.
Of examinations, full of pain,
How the well written sheet brought speedy gain;
These are the records that none can buy—
We're proud of them, my children and I.

Many a year through my hall has step't,
And a martial tread has each one kept.
Into the world,—it must be so!—
My gentle, yet impatient children go;
How can others, both strange and new,
Speak with my words, as you seem to do?
Going, but dear you are. Well, good-bye!
Once *we* were strange—my children and I.

Philo Items.

We are happy to again see in our midst the face of our last year's friend, Miss Grace Shaffer, who, during this term, is taking the Post-graduate course.

Since the completion of the new study hall and library Philo's books are not found on separate shelves. At the request of the faculty, we have placed our books with those of the school and our sister society. This makes the arrangement of the books upon the shelves much more systematic, and saves much time for those who frequent the room.

The representation of the "Bloomsburg County Fair," was an interesting and astonishing scene of one of our recent entertainments. As it consisted largely of fakir's stands and peanut venders, those who have had the pleasure of attending the original, will notice that the representation was "true to life."

We are pleased to note the rapid growth of our Society. This term has added many names to our list of members; names of such as are able and willing to take part in our literary exercises too. This is a great aid and encouragement to our work.

Mr. E. W. Romberger, one of the active Philos of "'92" is among those of our old acquaintances, whom we are glad to welcome back to the ranks of the B. S. N. S. students, for another Spring campaign.

Among her many talented members, our Society, this year, has several brilliant orators; prominent among these we find the names of Messrs Hubler and Johns. An oration by the latter, entitled "Success in Life," was one of the attractive features of our last entertainment.

Philo never appeared to better advantage in everything undertaken by the Society, than it has this year. A great many new members have been added since the last issue of the QUARTERLY, and have proved themselves good workers. Seniors may depart this year with the happy consciousness of knowing that the success of the Society for next year is assured.

Mr. Yocum would undoubtedly become famous if he only had more time to write poetry.

An interesting debate on the question, "Resolved, that football has been more beneficial than harmful," resulted in favor of the negative, whose defenders were Messrs Pfahler and Dieffenderfer. Football expects to resume business at the old stand next fall however.

Mr. Robert Patten has developed extraordinary talent as a showman. He declares it fills his heart with a nameless joy, about the size of an elephant's lip, when he dreams of the possibilities of his future.

Philo girls' octette covered themselves with bright new glory at our last meeting. Miss Howell sang a solo with credit to herself. She deserves a different name.

The girl who hates Normal school life because there is "so little going on" there, has inside her own head a place where there is still less going on.

Over one hundred dollars have been spent for books this year by Philo.

There is a movement on foot to form a regular system of debates between the two Societies, wherein the youthful Daniel Websters and Sarah Anthonys may display their dialectical abilities. It is a good plan and ought to help do away with the tendency, too often exhibited in the Society entertainments, to cater to the crowd instead of getting down to good, instructive literary work.

Philo is again draped in mourning. This time for one of her most faithful members of last year, Ella Powell, whose death saddened, not only our Society, but the whole schools.

We are beginning to place the reins of government entirely in the hands of the class of "95." Mr. Davenport has been elected president, and under his leadership we are sure that success will attend our Society.

"Life is made up of trifles," therefore trifles well done are deserving of praise; among these we mention our stage decorations, which have been especially tasteful and pleasing this term.

Why is it that during a lecture course or drama the front seats of our auditorium are reserved, while on the evening of a society entertainment the reserved seats appear to be back under the gallery?

"'94."

They are going out forever,
Soon from truest friends to sever,
To retrace this bright path never.
May the class of '94
Shun life's wave of selfish madness,
Win its truth, through joy or sadness,
Sow love's seed and reap its gladness,
'Till their toil and cares are o'er.

Then when tasks are all completed,
And life's trials all defeated,
And at last the goal is greeted
By its members, every one.
From the great celestial choir,
May there come, as death draws nigher,
The long waited "Come up higher,
Class of '94, well done."

S. E.

Philo Boys.

The 31st of March, 1894, is a date long to be remembered by all the friends of our Society, as the occasion of a most remarkable literary treat given by Philo boys. On this evening, set apart as exclusively their own, the boys appeared, with the heading of their program stating that they were about to give us "An Evening with Mark Twain;" and the expectations aroused in the minds of the audience were not "doomed to disappointment."

The mirth provoking scenes and humorous recitations were well rendered, and much praise is deserved by all who took part in the exercises. The music was furnished by the boys' octette, and corresponded nicely with the rest of the program.

The boys certainly chose wisely in selecting the author for the evening. The wit of this leading humorist was admirably reproduced, while the originality of the impersonaters proved beyond a doubt, that when Mark Twain "shall be no more," the B. S. N. S. will send forth at least a dozen to follow in his illustrious footsteps,—nay, even to win laurels of which he never dreamed.

Good entertainments in the Chapel have been a characteristic of the whole year. Persons put on for work have done it.

Our last meeting, on the evening of the nineteenth, was a complete success. Miss Monroe gave a well prepared recitation, followed by an oration by Mr. Johns. Miss Gertrude Jones next gave one of the finest recitations given in the Chapel this year. The last number on the program was the "District School," which was rendered with credit to all who participated. The persons selected to give the musical part of the entertainment could not be present, but Miss Colgate favored us with a banjo solo, thus bridging the gap.



Callie in '94.

The wonderful growth of our Society, both in point of membership and financially for the school year just closing has never been so great since the society's organization. In September last, at the opening of the school year, the condition of the Society was anything but encouraging. An empty treasury, without any visible prospects of replenishing it, confronted the few members who composed the Society.

This was, indeed, a gloomy outlook for Callie's future and might have dismayed the most loyal hearts. Not so, however, with those few remaining Callies. They went to work with all the pluck and energy within them, and hopefully struggled on. The way was rough and rugged and the obstacles that confronted them many, but they were not dismayed. By indefatigable energy they managed to secure a number of new members and arouse enthusiasm in the whole Society. Having done this the rest was clear sailing, and Callie was once more enabled to hold her head as high as the highest.

At present the Society consists of about ninety members and has a treasury of over one hundred dollars—a fact that well illustrates the wonderful work done during the year.

Since the last issue of the QUARTERLY, Callie reunion has come and gone, leaving behind it many fond remembrances of the pleasant time it afforded.

Everything went on in a harmonious manner and the visitors all returned home seemingly pleased with their visit.

The proceeds of the entertainment given by the Society on reunion day are being put to a very good use by the Society, namely, the purchasing of books. Seventy-five dollars worth are to be added to their library.

The question is often asked, "What benefit is derived from your literary societies?"

If we were to enumerate all the advantages offered to active members of our literary societies, it would require volumes. We only wish that space would allow us to point out a few of the many bright and shining lights that occupy positions of prominence in the world, and who owe their beginnings to literary societies.

It is the best opportunity offered to the students in our various schools to-day to lay a firm foundation upon which they may erect an elegant superstructure in after life. We only wish that the school curriculums of to-day contained more work of this nature and less of the dry, musty stuff that characterizes it now, better men and better women would surely be the result.

As the time for graduation approaches, it is with regret that Callie looks forth to the time when the bonds of fellowship must be

torn apart and our senior members launched upon the stormy sea of life, to battle with the many tempests that may gather around them. This is one of the sad times in life which come to us all. Although we cannot go forth together to fight the battles side by side, as was our wont, still our earnest prayers, and wishes for success, will follow them. May they always be found upholding the old motto, "Semper Paratus"—always ready.

Notes.

There has been a tendency manifested of late in our school, towards bringing society as a factor into all work concerning the welfare of the school. This is an affair that should be looked upon with contempt by both Societies. The purpose of our literary Societies is not to control the workings of the various organizations of the school and, when they attempt to do so, they leave their sphere and stoop to things beneath them.

We hope this unhealthy spirit will soon be gotten rid of by the Societies, and that they will keep in the place allotted to them, namely, the literary field.

Our Society lately decided to expend some of the funds in refurnishing the Society hall. Committees have been appointed to see to the work and we hope to soon see our hall fitted up so as to present a bright and attractive appearance.

It is with feelings of joy and pleasure that we note the manner in which our young members take part in the discussions in our business meetings. No better opportunity can be afforded these young folks to learn to express themselves than these meetings, and the benefits which they derive from them cannot be overestimated.

The greatest advantage which either of the literary societies may have is to have among their number a good sprinkling of seniors. For, as a rule, seniors have had more experience in literary lines than juniors and are thus better able to perform the duties devolving upon members of the Society. In this Callie was unfortunate. She had but few and it required much patience and labor to bring the juniors into the work.

From time to time during the year old members return and by their presence and words inspire the Society with new zeal. This fact has led some of the members to suggest that a Bureau of Correspondence be organized to bring old members into closer contact with the Society as it is. Any old members to whom this scheme seems practicable we shall be glad to hear from. All communications sent to the secretary will be duly appreciated.

Members of the Society have lately been considering the advisability of making some revisions in the by-laws, as they are at present inadequate to the needs of the Society. This is a step in the right direction, as the Society of the present has gradually drifted from the former method of procedure.

On Saturday evening, April 28th, the young ladies of Calliepian Society gave an entertainment in the auditorium, to a large and appreciative audience. The program was a miscellaneous one and was as follows:

Instrumental Duet.....Misses Jones and Mahon
President's Address.....Miss Mary Espy
Recitation.....“The Shadow of a Song”
Miss Jessie Ent.
“Promenade of Broadway Belles.”
Oration.....“A Mother's Love”
Miss Hannah Scanlon
Instrumental Solo.....Miss Hattie Ringrose
Recitation.....“The Minuet”
Miss Victoria Stanton.
Vocal Solo.....Miss Margaret Crossen
Debate—“Resolved that women *can* live a life of single blessedness.”
Affirmative { Miss Adeline Elsworth. / Miss Lizzie Williams
Negative { Miss Bessie Lynch. / Miss Josie Mahon.
Selection by Callie Octette.
Mexie Drill.....Twelve Girls
Chorus by Callie Girls.

The whole program was well executed, and showed careful thought and preparation.

After speaking of the advancement and independence of the women of to-day, the president made a few remarks on the exercises of the evening, extending a cordial invitation to all.

Miss Ent, by the admirable rendering of her recitation, held the undivided attention of the audience.

The same words may well be applied to Miss Stanton, who moved gracefully through the steps of the minuet, at the end of each stanza.

The debate was lively and interesting, many good points being made on both sides. The judges decided in favor of the affirmative.

The "Mexic Drill," by the twelve girls becomingly dressed in black and red, consisted of forty-two different movements, acted in accordance with the reading of "Angels of Buena Vista."

The chorus, in which all the Callie girls took part, was composed by one of their members, Miss Quinn, and sung to the air of "Dixie;" and concluded the evening's entertainment.

The Exercises.

The exercises given by the Societies of late have been more entertaining than instructive. Those arranged by the Society in its earlier days were entirely instructive, consisting of essays, recitations, and journals, contributed to by many members of the Society. Almost every member had an opportunity to take part at some time, and be benefited by so doing. Now, as a rule, the members who are capable of taking the parts ascribed to them, and carrying them out with few mistakes, are the ones selected to participate in the exercises. Those who are not in any way talented are usually forgotten, thus tending to weaken any attempt ever made by them. If these persons were given a single trial, they would, in all probabilities, be encouraged to try again.

The entertaining tendency is gradually dying out, and our Society is trying to check the continuation of such exercises as far as our part is concerned, and to such an extent as we are capable of doing. Some of the members are opposed to this because they think that we have had enough "solid stuff" so to speak, during the week of school, and an entertaining program, being a change, rests the mind and takes it from its regular work.

The persons of the former opinion think that too much time is taken from our school work in preparing matter to entertain our hearers. They say that it does not make a good impression of the work done by the Society, which is intended to promote literary work and workers.

It is the desire of the Society to produce exercises in the future that will be literary and show such results that our sister Society may share our opinions in this matter.

Y. M. C. A.

Notes.

At the annual election of the Association in March, the following persons were elected as officers for the ensuing year: President, Prof. A. K. Aldinger; Vice-President, Harry Davenport; Recording Secretary, Alden Williams; Corresponding Secretary, Robert Patten; Treasurer, Fred Magdeburg.

The Association feels that it has been fortunate in securing Prof. Aldinger for its President, because he is one who is zealous in the cause, and has had considerable experience in the work, having been General Secretary of the Oil City Association before his connection with the school.

The work in the bible bands is progressing with interest, there being at present about fifty of the young men enlisted in group classes consisttng of five or six members and a leader, who is in most cases a student. The bible work is one of the most promising features of the Association. The fact that so many of the young men are engaged in it, and that those who join rarely drop out, proves that it is an excellent thing to develop and train one in the knowledge of the Word. The habit of a systematic study of the Bible that is found in these bands is invaluable to a young man or woman.

When we think of the school in its former years, how those who have passed before us were deprived of these privileges, we as students have every reason to feel grateful for being surrounded with the present advantages and opportunities which we enjoy.

The reception tendered the new students by the two Christian Associations at the beginning of the term was pronounced a success.

The students, after having been formally received in the parlors, assembled in the auditorium where the exercises consisted of addresses of welcome from both the faculty and students, together with several selections of music. The grand march was then formed and under the leadership of Prof. Burdge, we were led to the gymnasium where many beautiful figures were made by those marching.

After the march, some time was spent in various games by all who wished to take part. The last number on the program took place in the dining-room, where all were served with refreshments, after which the reception was informally broken up. Everyone spoke of having spent a very pleasent evening.

These receptions for the new students at the beginning of each term are under the auspices of the Young Women's and the Young Men's Christian Associations. The work that these organizations are accomplishing is worthy of commendation. Formerly in our schools and colleges the new student was made the object of jest and ridicule, and the reception that he received was generally in the form of some initiatory exercises commonly termed "hazing." But that day has passed in the better class of our institutions, and instead of such barbarious treatment, new students are now greeted with a hearty hand shake which makes them feel that they are not among strangers but with friends.

The meetings held each Thursday evening are attended quite regularly by a large number of boys, all interested in Christian work. Each meeting is led by some member of the Association, thus giving him practice in such work as well as adding something to his moral stature. Thus it may be seen that with these meetings, together with those held in the auditorium each Sunday evening by the two Associations, conducted very much the same, afford ample opportunity for the students to become more active in Christian work.

The District Convention.

The district convention of the Y. M. C. A. held at Berwick, March 17-19, was attended by eight delegates from our Association, all feeling very much benefited by having had the opportunity of hearing such men as Chas. E. Hurburt, State Secretary, John E. Jenkins, Wilkes-Barre, and many others. With the addition of six of our members and Prof. Aldinger, gymnasium instructor, who came on the 18th, we gave a gymnastic drill, which constituted a part of the Saturday evening program. We all returned with renewed energy and vigor to carry on our good work at home.

Y. W. C. A.

This term we have received into the association about twenty-five new members.

The weekly prayer-meetings are well attended and are very enjoyable.

On Sunday, May 6th, we had with us, our State Secretary, Miss Dunn. She talked to the girls in Callie Hall in the afternoon, and in the evening talked in the evening service held in the Chapel. Her subject was "Work."

Last year, about eight of our boys attended the summer-school at Northfield. This year we hope to send some delegates.

On Monday evening, March 26, occurred the spring-term reception. Heretofore, it has been held in the parlor, library and the two society halls. This time it was held in the gymnasium. Exercises were first held in the auditorium presided over by Prof. Aldinger. There was a selection by the faculty quartet and then Prof. Noetling was invited to speak. His speech caused a great deal of merriment and put everyone in a good humor.

At the conclusion of the exercises, we marched through the halls to the dining-room and to the gymnasium. Here games of different kinds were played and a very enjoyable time was had. Refreshments, consisting of cake and ice-cream were served in the dining-room.

Miss Ella Powell, one of our most earnest workers of '93 was taken from us on April 26, 1894, at the age of twenty-one years. Her life was beautiful and true, and we cannot but say that she was well prepared to be taken home to the Father. Her work in and for the Association had a great influence for good among the girls, and her every-day life showed that she lived very near to the Master. The Association sent two delegates to attend her funeral.

Alumni.

The QUARTERLY desires to hear from all Alumni of the Institution. Please consider this a personal invitation to let us know all about yourself and all you can tell us concerning your classmates. Address all communications for this department to G. E. Wilbur, Lock Box No. 373.

'67, Elwell, Geo. E. attended the Bloomsburg Literary Institute in 1866-67, and was one of the founders of the Philologian Literary Society, and one of the first who entered college from the school. He graduated at Trinity College, Hartford, Conn., in class of 1870, and was a member of the Delta Psi Fraternity. He taught in the public schools one year, then entered the Faculty of the B. S. N. S., where he remained until June 1873. He studied law with his father, Hon. William Elwell, and was admitted to the bar in 1874. Since 1875 he has been part owner of *The Columbian*, and since Feb., 1893, sole proprietor. In 1876 he married Mary A., daughter of I. W. McKelvy, and has one child. Mr. Elwell has been director of the Bloomsburg Gas Co., and Bloomsburg Water Co., member of Town Council, Vice-president of Board of Trade and is now a Trustee of the N. S. and vestryman of St. Paul's P. E. Church, he has also been orgainst and choirist of the same church for more than twenty years and has composed some church music. Mr. Elwell was for several years a member of the Democratic State Committee, and in 1891 was delegate to the National Editorial Association at Boston. His law practice has been lucrative and his law library is one of the finest and largest in the district.

'68, Clark, John M. was a student in the school during the years 1867-68; he subsequently read law and was admitted to the Bar of Columbia county in February, 1872,

and has been in active practice since that time. He was elected District Attorney in 1874 and was serving in that capacity at the time of the famous Mollie McGuire trials in Columbia county, which resulted in the execution of Hester, Tully and McHugh for the murder of Alexander Rae. Mr. Clark was appointed Justice by Governor Pattison in 1883 and since that time has been elected and re-elected practically without opposition. In 1889 he was elected a Trustee of the Normal School, and since 1892 has been Secretary of the Board. He is an enthusiastic Normal School man and takes a lively interest in everything pertaining the welfare of the school. The only objection to John is that he persists in remaining a bachelor.

'69, Waller, Levi E. graduated in college preparatory class in 1869 and that same year entered Lafayette College, graduating with the class of 1873. He subsequently took law course in Columbia Law School and was admitted to the bar of Columbia county in 1876, and has been in active practice ever since, enjoying a large and increasing business. He is and has been for the past twelve years counsel for the Pennsylvania Railroad and Canal Companies is a director of the North and West Branch Railway Company and was, for a long time, its Secretary; is a director and for many years was the Treasurer of the Bloomsburg and Sullivan R. R. Co.; President of Bloomsburg Gas Co., and an officer and director in upwards of a dozen corporations. He has been a member of the Board of Trustees of the B. S. N. S. since 18— and was re-elected, the present month, for another term of three years. In 1881 he married Miss Alice Buckalew. They have two children.

'70, Woolsey (Chambers) Elsie, is located at Colorado Springs, Col. In writing, she says, among other things, "My teacher's mantle has fallen on the shoulders of my daughter who is now teaching in our home district at the 'Garden of the Gods,' eleven miles, airline from the summit of Pike's Peak.

'70. Ehrhart, W. M. since graduation has been actively engaged in the work of his profession, and as a teacher has always met with marked success. For several years he was principal of the High School of Shenandoah City, Schuylkill Co., and ably maintained the high standard which that school has held. He is now engaged in other business and is located at Pottsville, Pa.

'71, McKenzie, J. C. was a student here in 1871, graduating afterwards at Lafayette College. Dr. McKenzie is now one of the prominent educators of this country and is at the head of a preparatory school in New Jersey, that has been richly endowed by Hetty Green, of New York, and by other members of her family. He is a member of a committee of prominent educators who have been appointed to prepare a uniform course of studies for admission to college. It is their purpose to raise the standard.

'71, Little, Robt. R. graduated at Normal School, class of 1871, and served as a teacher in the same school. He afterwards attended college at Rochester University and also Hamilton College. Circumstances were such, however, as to prevent his attendance at college the required time for graduation. He afterwards entered upon the study of law and in regular course was admitted to practice in Columbia county. He was elected District Attorney in 1878, and was re-elected in 1881, serving six years in that office. He was married in 1878 to Deborah, daughter of Rev. J. P. Tustin and has one child. He continues to reside in Bloomsburg, where he is engaged in the

the practice of his profession. He is a Trustee of the State Normal School, and also a School Director of the public schools of Bloomsburg.

'71, Ailman, Jerome T. taught for a number of years. He finally settled down as an agriculturist and lecturer, making his home at Mifflintown, Juniata county. At a state convention of the Peoples party held in Harrisburg, May 1st, Mr Ailman was made the candidate of that party for Governor of Pennsylvania.

'71, Bartch, Geo. W. is a graduate in both the Normal Elementary and Scientific Courses—in the latter course in 1879. For a number of years he was Superintendent of the Shenandoah City schools, and during his supervision they reached that degree of excellence which has ever since characterized them. He took a course in law and was admitted to the bar—he went west and located in Salt Lake City, Utah. He advanced rapidly in his profession and is now one of the Associate Justices of the Supreme Court of Utah Territory. In a recent letter he says: "It is very gratifying to me to learn that you are still making improvements for the noble work of training the young—a work which must lie very near the heart of every true American citizen." Judge Bartch has recently given some opinions which have attracted wide spread attention.

'71, Shelley, Amos W. taught several years, studied medicine, and located at Port Royal, Pa. He is a successful and a popular physician.

'76, Dickens, (Davenport) Frances E married Mr. I. H. Davenport and is pleasantly situated in Minneapolis, Minn. (512-16 Ave. N.) She writes expressing great pleasure in meeting Miss Annie Limberger (Class of '84) who was on her return from Mexico, and after greetings discovering that they both had been pupils at the Normal. She adds "so we meet all over the country."

'76, Low, Myron I. is a merchant at Lime Ridge, Pa., but is interested in a great many enterprizes in Bloomsburg and throughout the county. He is President of the Bloomsburg Artificial Ice Co. and a director and officer in several others. He is deeply interested in Sunday School work, and his labors as President of the Columbia county S. S. Association have aided materially in making the county the banner county in the State. He responds to calls all over the county, and to many places outside thereof.

'78, Chrisman, William taught several years, studied law in Bloomsburg and in due course was admitted to the Columbia county bar. He served very acceptably one term as District Attorney and declined to be a candidate for a second term He has been prominently mentioned as a candidate for various public offices. He is interested in various enterprises in the town and county. He was for several years a Director of the public schools of Bloomsburg, his experience as a teacher made him particularly valuable and efficient on the Board.

'79, Fisher, Wm. I. is Secretary and manager of the Wymore Mercantile Co., Wymore, Neb. In response to the invitation to attend the anniversary exercises on the 22d of February, after expressing his desire to be present, says, "But Jehoshaphat reigns at Washington and this makes the Eastern Capitalist chary about his *swag*, so much so that he has withdrawn it from general circulation and I cannot borrow the price of transportation and entertainment. This same political manipulation, my Farmer's Alliance friend tells me, makes the price of grain so low that he will not sell until Weaver and Mrs. Lease have been exonerated from the blame of stopping the

inertia that, according to natural philosophy would have kept those Georgia eggs moving forever in a straight line, and in proof of same, Weaver shall have been exalted to the throne. Now if there is no money to buy grain with, and if the farmer will not sell until it shall be "Hail! Weaver, King of the Nation," and if I have not the price in my possession, and have rheumatism in the heel so that I cannot walk, could the learned Faculty figure out how I am going to overcome the fifteen hundred miles of intervening space, in order to appear in the flesh on this occasion? Gentlemen, the thing "can't be did."

'80, Barton, Edith is a stenographer in New York City. Miss Barton taught for a number of years and with marked success—satisfactorily filling every position she occupied. She subsequently took a course in stenography and type-writing and has an excellent and well-paying position. Her address is 216 Schermerhorn St., Brooklyn, N. Y.

'80, Young, Ernest W. graduated with honors at Williams College, Mass., secured a position in the Pension Office, Washington, and while there took a course in law at the Columbian University in that city. He is now located at Talequah, I. T. He writes: "I am intensely interested in all that pertains to the welfare of Bloomsburg Normal. And there is in my heart a pardonable pride in seeing the material prosperity of the school. I have no reason to doubt that the intellectual and moral keeps well apace, and as the years come and go and time rolls on, I believe that the Normal at Bloomsburg will exert an ever-widening and deepening and elevating influence. Nor must the influence of the school be regarded as merely local; that would be an error. For example—In a trip to Puget Sound, less than three years ago, the Normal graduates were found along the line of whichever railroad I took, at Chicago; Minneapolis; Seattle; Pocatello, Idaho; Puyallup, Wash.; Pueblo; Denver; Salt Lake City and I know not how many other places I touched or passed near, where the Normal boys and girls were found, shirking no duty, but doing yeoman service in life's round of battle. If "Old Normal" is sending out men and women, *men and women*, who go into the fight to win for themselves and to elevate their kind, she deserves choicest praise and glorious success."

'81, Fee, Mary is at McCook, Nebraska. She says the long distance only, prevented her attending the dedication of the new building.

'81, Spaulding (Borden) Mate K. taught several terms, and while in the schools of Wilkes-Barre, married Mr. Borden, a merchant of that city. They now live on a farm at Mehoopany, Wyoming county, Pa.

'81, Case, (Jolly) Sadie after teaching several terms married Dr. Jolly and is now living at Orangeville, Pa., where her husband is practicing.

'82, Bierman, Henry after graduation studied medicine (homeopathy). About a year ago he moved his office from Danville to Bloomsburg and has already built up a large and lucrative business. He is very successful in his profession.

'83, McGuire, (Hibbs) Sallie was for several years a success in the school room. She married Walter I. Hibbs, Esq., of the Luzerne county bar and is now living in West Pittston. She has one child. Her address is 302 Montgomery street.

'84, Dechant, Evalyn C. graduated this spring, Feb. 22d, at the Nurses' Training School of the Hospital of the University of Pennsylvania, in Philadelphia. No one who knows Evalyn has any doubts as to her success as a nurse.

'85, Curran, (Morgan) Mary R. prepared for college (junior class) at the B. S. N. S. and graduated in the Classical Course at Dickinson College, Carlisle, Pa. She married Dr. J. H. Morgan, of the Faculty of the College and now has a pleasant home near the college campus. They have two children.

'86, Barnes (Gottschall) Elfleda followed the profession of teaching for some time, but is now keeping house in Harrisburg. Those who remember her fine singing while at the Normal will be glad to hear that she has lost none of her old time power and popularity as a singer; but has grown wonderfully in sweetness and expression. A few weeks ago we had the pleasure of hearing her sing a solo in Grace M. E. Church, Harrisburg, which elicited the highest praise from all who heard it.

'86, Shaffer. (Broughall) Adelle is married and has a pleasant and happy home in Shenandoah, Pa.

'89, Kratz, Marcius W. taught two years and in 1891 entered Lafayette College (classical department). Took Freshman oratorical prize of $10 in Franklin Literary Society, and in the preliminary contest to select men to represent the Society in the junior oratorical contest, he was one of the four selected. He was recently elected assistant editor-in-chief of *The Lafayette.*

'87, Dershimer (Beck) Eva is married and lives at Milwaukee, Pa.

'88, Wendt, Mary L. is teaching at Lewistown, Pa.

"88, Croop (Grorer), Phoebe lives at Peckville, Lack'a Co., Pa.

'88, Bucke, W. F. is attending college at Dickinson, Carlisle, Pa. and preparing to enter the ministry of the M. E. Church.

'89, McConnell, Minnie K. is teaching in the Harrisburg City Schools, and is undoubtedly a success as a change in her work recently was in every respect a promotion. Her address is 139 N. Thirteenth St.

'89, McCown, M. Adelaide teaches in the Wyoming county schools. Her address is Tunkhannock, Pa.

'90, Tweksbury (Souser), Martha is married to Rev. John S. Souser who is now stationed at Blain, Perry county, Pa.

'91, McGuigan, Frank A. since graduating he taught school for two years and in the meantime studied law. Last January he passed the final examination for admission to the Luzerne county bar. He will locate in Wilkes-Barre.

'92, Baker, Nellie is teaching at Alderson, Pa.

'92, Tweedle, Lulu has a school at Ringtown, Pa.

'92, Vincent, Fred D. writes us a short note. He is at Exeter, N. H., we suppose taking college preparatory work.

'93, Drum, P. L. is at Carlisle, Pa., doing very satisfactory work at the Indian school located there.

'93, Horn, Mary A. is teaching in the Sharon Hill Borough public schools.

'93, Crow, Harry E. has been teaching at Liverpool, Pa. His school closed May 1st. He visited the Normal soon after.

'93, Powell, Martha has an excellent position as stenographer with White & Co., Bloomsburg, Pa.

Athletic,

The Gymnasium.

Since the last issue of the QUARTERLY, many advances have been made by the students along the physical lines. Most of the students had never taken any gymnasium work, previous to their initiation into the B. S. N. L. gymnasium. The progress made by the old students could be plainly seen when a comparison between those who

entered during the spring term and those who had the benefit of the winter terms work, was made. That their work is of the utmost importance is beyond doubt. When we look about us and see so many of the students who have lost their symmetry by the neglect of their physique, it is evident that there has been a neglect along the lines of physical education. If each one of the students fully appreciated the full sense of the saying that a "sound mind is a sound body" is one of the greatest blessings to be attained in this world, they would spend more time in the gymnasium.

Many of our rural teachers and also those who teach in our cities, excuse their neglect of teaching calisthenics by saying their pupils get enough physical exercise. They forget that strength is not the only benefit resulting from exercise. Look at those well drilled boys in the gymnasium, one hundred manly looking fellows, they are erect in figure and graceful in action. See that boy near the centre of the line, you could pick him out at a glance from five hundred boys. Notice how his shoulders stoop, how clumsy is his manner. He is fresh from the gymnastics of the hoe and the pitch fork. His teacher from the conntry stands beside us and hearing our criticism says, "you need not criticise, Tom. He is stronger than any other boy of his age in the line. This may be true, but you as his former teacher deserve no credit for his strength, while you should receive censure for allowing him to grow up with a deformed body and an awkward gait. Farmers' sons and daughters are as much entitled to the physical, mental, and moral benefits of calisthenics and drill as any other children are.

Out of over three hundred measurements and physical examinations taken since the gymnasium opened, only five persons were found whose shoulders were even, as well as many other physicial defects and deformities. Does this not prove the great need of physical education in each class of our public schools? We are glad that so many of the normal schools are becoming alive to the necessity of gymnasia connected with each institution where the students can receive the fundamental principal of gymnastics.

Gymnasium Notes.

Already we have had several invitations to show the benefits to be derived from physical training received by our students. A team of 16 fellows accepted the invitation of the Wilkes-Barre Y. M.C A. to help in their mammoth exhibition which took place March 14th in the 9th Regiment Armory. The boys did finely and many comments were passed on their neat appearance.

The following Saturday, March 17th a class was taken to Berwick where the District Convention of the Y. M. C. A. was in session. The exercises were very much enjoyed by the audience, giving them an idea of the work done in our school.

Several of the students are preparing to take up the physical work as a life work.

A class in physiology was conducted by the Director during the spring term.

Basket-ball will be made one of the prominent features of the gymnasium work next year, as will also athletics.

A Harrier's Section has been organized among the down town class. Weekly runs to the different points near Bloomsburg will be taken.

Our First Annual Gymnastic Exhibition.

The first public entertainment given by our students was held Monday evening, May 7th. As might be supposed, it attracted a large crowd of interested people.

Chairs were placed around the running track and many on the main floor. Before 10 o'clock Monday morning every gallery chair and many on the main floor were taken. In the evening the crowds continued to come until every seat was taken and many persons were glad to pay for standing room.

The interest of the spectators was kept at the highest pitch during the entire evening. The monotony which often characterizes such exhibitions was conspicuous by its absence.

The entertainment was a great credit to the director and his assistant. We look forward with pleasure to future attempts of the same kind, and judging from remarks of those present, we promise for them more liberal patronage than that achieved by this.

The hour having arrived, as announced upon the program, for the opening of the entertainment, the formal exercises of the evening were introduced with an overture by the Normal Orchestra, under the direction and leadership of Miss Rosa M. Haas.

Introductory to the regular gymnastic work came a grand march, which was participated in by two hundred students. The careful step and the many difficult evolutions performed proved how carefully they had been trained.

The young ladies made a splendid appearance, and the boys looked every inch men.

The costume worn by the ladies consisted of a blouse waist, and divided skirt, gathered at the knee, the folds falling just below it, thus forming a dress which has been pronounced by careful critics the most beautiful as well as the only appropriate one for such work.

The boys in knee breeches and sleeveless jackets compared very favorable with their fairer sisters in the manner of appearance upon the gymnasium floor.

THE WAND DRILL.

Now came a Wand Drill by a class of Normal boys. The movements in this exercise were most pleasing. Acting as each one did in perfect unison to the music of the piano the effect was highly pleasing.

The first exercise in the heavy gymnastics was the parallel bars, by Messrs. Miller, Melhorn, Vaughn, Crobaugh and Patterson. Many difficult movements were executed, showing courage, precision, strength and agility.

COMBINATION WORK.

Here followed what the directors of the gymnasium were pleased to style combination work. It consisted of two classes, each performing a different series of movement, but acting to the same time. This of itself made the securing of perfect time all the more difficult. These exercises were led by director A. K. Aldinger in the dumb bell work and his assistant H. G. Burdge in the wand drill. This exercises received from the great crowd prolonged applause and the evident satisfaction with which the entertainment was received by the audience. In the wand drill were Misses Byrnes, Billmyer, Briesch, Cohen, Hess, Carr, Stanton, Gallagher, Carter, Lewis, Turner, Shaffer, Adams, Fisher, Wenner, Wilson, Masters, Burns, Woodward, Sidler, Ellsworth, Gaffigan, Learn, Monahan, Smythe, Lehe, Birtley, McHenry, Ferguson, Maize, Richards, Whalen, Palmer Foster, Nichols, Hughes.

In the dumb bell work were Messrs Hoke, Low, Patterson, Patton, Harmon, Worthington, Hart, Briesch, Beddall, Malick, Yocum, Foulke, Fassett, Welsh, Dempsey, Patten, Hubler, Sutliff, Crobaugh, Pfahler, Dechant, Davenport, Williams, McDonald, Evans, Barnard, Darlington.

HORSE WORK—MODEL SCHOOL BOYS.

Many exclamations of humor greeted the Model School boys in their efforts at leap-

ing the "Horse." To say that all tried to do their best is putting it mildly. The did well and this was because they were almost wholly unconscious of the crowd around and above them.

In more difficult horse work, the town class, consisting of Messrs Young, Vanatta, Melhorn, Vaughn, Miller, M'Killip, Hutton, Moore, Harrar, Lutz, Cohen, Brower, did some surprising leaping. On every side came repeatedl the question: "How long have these people been in training?" "They do most excellent work."

THE ANVIL CHORUS.

When an evening is given in which every number is so well done, it is exceeding difficult to say of any one selection, "That was the best." But this was certainly a most fitting phrase as applied to the Anvil Chorus. Most beautifully did all the fifty or more young ladies keep time to every note of music, and the graceful swing and pose of body lent a charm and attractiveness to this exercise which can scarcely be given to any other. These are the young ladies who executed so pleasingly this most beautiful number: Misses Ackerly, Flo. Abbott, Hattie Abbott, Blakesley, Billmyer, Belles, Crossen, Cope, Davenport, Espy, Corgan, Ent, Ellsworth, Ferguson, Cora and Minnie Gernon, Lottie and Mae Griffith, Gibson, Hehl, Haggerty, Hughes, Keiser, Hermie, Anna and Gertrude Jones, Lenahan, Lewis, Ingram, Montgomery, McKinney, Mahon, Miller, McHenry, Price, Parker, Knauss, Richards, Ruggles, Rosser, Scanlon, Stanton, Sharpless, Rentschler, Rosa and Stella Jacobosky, Zehner, Stroud, Espy, Mandeville, Haggerty.

Next in the heavy work was the horizontal bar work by Messrs Melhorn, Darlington, Williams, Hutton, Vannatta, Prof. Burdge, led by Prof. Aldinger. The giant swing, fly away, etc., were very well executed showing the possibilities of a well controlled body.

An exhibition of aesthetic gymnastics was given by Prof. Aldinger. The event was a series of difficult movements in club swinging brilliantly executed.

By way of variety to the programme, an orange race had been arranged for. It was participated in by the boys from the Model Schools. The start was given with each boy lying full length by the side of his basket, waiting for the word of command. The winner in each heat was given an orange as a trophy.

COXEY'S ARMY.

Again to add merriment to the more prosy parts of the program, a burlesque drill was planned, and perhaps in keeping with the motly crowd that followed the disgruntled Coxey, this number was called a contingent of Coxey's Army. Well, we can't say much about them. They were not dissatisfied American citizens. They did not give any exhibition of real gymnastics. They did not show any stability of purpose, or ability in executing the various vague and misconceived directions of their leader. But they made the people laugh, and we guess that's why they appeared at all.

Last upon the program was a game of basket ball to be engaged in between the Normal School team and the special class from the town. Both teams were championed by their friends and the excitement ran high from start to finish. Goals were thrown by Crobaugh for the Normal and Young and Vannatta for the town team. The score was 8 to 7 in favor of the Normal. The players on the part of the town team were Messrs Harrar, Vanatta, Moore, Hutton, Young, Cohen, Dentler, Lutz and Vaughn. For the Normal they were Messrs Crobaugh, Hart, Davenport, Fassett, Lewis, Dechant, McDonnell, Barnard and Worthington. This closed a pleasant and profitable evening.

Base Ball.

As the time for the opening of the base ball season drew on, many of us who have the interests of outdoor games at heart feared that this might be an "off year" in Normal base ball. Many of the best players on last year's team had gone and there seemed a dearth of material with which to fill the gaps. However, we set to work with a will and have managed to build up a more than respectable team, as the appended scores of games plainly show. This success has been largely due to the successful teaching which the team has received at the hands of Prof. Aldinger.

NORMAL VS. WYOMING SEMINARY.

On Saturday, May 12, the base ball team opened the season with a game with Wyoming Seminary at Kingston, the occasion being the dedication of Wyoming Field, a new athletic park connected with the Seminary. The game was hotly contested and though the shouting was done by Wyoming sympathizers, the Normal held its own so well that it was not until the ninth inning that the winning run was brought in by a base hit by Shonk. The features of the game were the fine pitching of Beddoe and the base running of the Seminary boys. The score:

SEMINARY.

	R	H	PO	A	E
Gendall, ss	0	1	4	2	3
Conklin' 2b	0	1	5	1	1
McCarthy, p	2	2	0	6	1
James, 3b	1	0	4	1	0
Dorman, c. f.	1	3	1	0	0
Shonk, 1b	1	1	9	0	1
Corcoran, r. f.	1	1	0	0	0
Dorris, c	1	1	1	6	0
Doran, l. f	1	0	3	0	0
Total	8	10	27	16	6

BLOOMSBURG.

	R	H	PO	A	E
A. Beddoe, c	0	0	2	6	0
Moore, 2b	3	1	3	0	2
Aldinger, 3b	1	2	4	4	0
Young, ss	0	0	5	2	1
Beddoe, p	0	0	7	1	0
McLaughlin, 1b	1	0	7	0	2
Worthington, c f	1	1	0	0	0
Darlington, l f	0	0	0	0	1
Johns, r f	1	1	0	0	0
Total	7	5	25*16		6

*One out when winning run was made.

SCORE BY INNINGS.

	1	2	3	4	5	6	7	8	9	
Seminary	0	1	2	0	0	4	0	0	1	—8
Bloomsburg	1	0	3	1	0	0	0	1	1	—7

Earned runs, Seminary 2, Bloomsburg 2; three base hits, McCarthy, Dornan, Worthington; passed balls, Beddoe (2); wild pitch, McCarthy 1, Beddoe 1; base on balls, Doris (3), Dorman (2), Young, McLaughlin, Moore, Beddoe (2); hit by pitcher, McCarthy; struck out by McCarthy 2, by Beddoe 7; umpire, Lake; time 2 hours.

NORMAL VS. WYOMING SEMINARY.

The return game with Wyoming came off here on Saturday, May 26. The rainy weather of the week had prevented practice and we were not sure that the team would do itself justice. Suffice it to say however, our hopes for the best were realized and we outplayed the visitors from start until the game was called in the sixth inning, on account of rain. The feature of the game was the good all around work of the Normal team. The snap and spirit displayed contrasted rather favorably with the rather listless playing of the Kingston boys. The following is the score:

NORMAL.	R.	H.	PO.	A.	E.	WYOMING.	R.	H.	PO.	A.	E.
Moore, ss	0	1	1	2	0	Gendall, ss	0	0	1	1	0
Aldinger, 3b	1	1	1	1	0	Hyndman, 3b	0	0	2	2	0
Ent, 1b	0	1	6	0	0	McCarty, p	0	2	0	3	0
Beddoe, W. c.	1	0	3	1	0	Dorris, c	0	0	3	0	0
Young, 2b.	1	1	0	1	1	Dornan, cf	0	0	1	0	1
Beddoe, A. p.	0	0	2	1	0	Conklin, 2b	0	0	0	0	1
McLaugh'n, rf	1	0	0	0	0	Corcoran, 1b	0	0	7	1	1
Darlington, lf	1	1	1	0	0	Doron, lf	0	0	1	0	0
Worth'n, cf	0	0	1	0	0	Rymer, rf	0	0	0	0	0
Total,	5	5	15	6	1	Total,	0	2	15	7	3

SCORE BY INNINGS.

Normal,	0	4	0	0	1	—5
Wyoming,	0	0	0	0	0	—0

Two base hits, Ent; 3 base hits, Young; hit by pitched ball, W. Beddoe; struck out by Beddoe 4, by McCarty 3; umpire Mr. Watts.

NORMAL VS BUCKNELL.

The Normal team won a great victory over the Bucknell University, Wednesday, May 30, on their own grounds at Lewisburg. The game opened quite auspiciously

for Bucknell, they making two runs in their half of the first inning. Great was the rejoicing of the Bucknellites. Moore, the first man up for the Normal struck out and then there was more cheering, but this was the last chance they got. Aldinger, the next man up, knocked out a solid three bagger, Ent followed this up with a two bagger and Beddoe followed suit. When the smoke rolled away, the Normal boys had seven runs to their credit, and Brown the crack pitcher knocked out of the box. The features of the game were the excellent 2d base work of Young, Worthington's work in centre and the battery work of the Beddoe brothers. Ent on first saved several wild throws. The score is as follows:

NORMAL.	R.	H.	PO.	A.	E.	BUCKNELL.	R.	H.	PO.	A.	E.
Moore, ss	0	1	0	2	2	Harris, c	1	1	6	1	0
Aldinger, 3b	2	1	4	1	1	Shorkley, 3b	0	1	2	0	0
Ent, 1b	2	2	3	0	0	Smith, 2b–p	2	1	2	1	1
Beddoe, W. c	2	4	3	3	0	Scatchard, rf	0	2	0	0	0
Young, 2b	1	0	6	1	0	Parker, lf	0	1	1	0	0
Beddoe, A. p.	1	2	0	1	0	Bayard, cf	0	0	0	1	0
Darlington, lf	0	0	0	0	0	Carey, ss	0	1	1	2	0
Worth'n, cf	1	1	2	0	0	Cregar, 1b	0	2	4	0	0
Johns, rf	1	1	0	0	0	Brown, p.–2b	0	1	0	2	0
Total,	10	12	18	8	3	Total,	3	10	16*	7	1

*One man out when game was called on account of rain.

SCORE BY INNINGS.

Normal	7	2	0	0	0	1	—	10
Bucknell	2	0	1	0	0	0	—	3

Two base hits, Beddoe 2, Ent; Three base hit, Aldinger; struck out by Brown 1, Smith 4, Beddoe 1. Umpire Marsh, of Bucknell.

Cycling.

Our athletic columns cannot be complete without a glance at the cyclist. Progress in this popular branch of sport has been confined chiefly to the faculty, but among that particular group of individuals the bicycle contagion has wrought widespread devastation. To teachers housed up during most of the day, no form of exercise can be more exhilerating than a quiet evening spin along one or another of our beautiful country roads. Our wheels number fifteen. "Victors" lead; seven of the fifteen being of that brand, while four of the remaining bear the stamp of the celebrated Pope Mfg Co. The growth of interest in wheeling is clear when we note that at this time two years ago one bicycle represented the entire stock of the school.

Tennis Tournaments.

Members of the Tennis Club are playing a series of games to determine the championship for the season. It is a refreshing sight to see all the courts filled with animated players, and the terraces roundabout packed with interested spectators. McKillip, the photographer, took a snap shot at the courts recently, and says he has one of the prettiest photographs he ever made. A cut made from this photograph will appear in the commencement souvenir.

LOCAL.

A new granolithic pavement has just been laid leading from the main walk in front of the dormitory to the entrance of the new building. This has added greatly to the appearance of the campus, and is only the beginning of what is to follow. It is the intention to remove the old stone walk on the front campus and extend this new kind of pavement to the sidewalk below the chapel, placing an ornamental stairway at the entrance, at the head of Main street.

* * *

Hemlock Hall, is gone. Another landmark of "ye olden times," has disappeared. Yet here, too, the laws of evolution are to be exemplified. A new barn of more modern construction, containing many a splinter from the old hall, will appear in time near the northeastern corner of the grove; while the present barn will suddenly, as if in obedience to a rub on Aladdin's lamp,

turn into a handsome cottage—the future home of the waitresses, laundresses, and cooks.

* * *

Principal Welsh has on his list several young men, graduates of this Normal School, who by training and rich experience are ready to fill high-school principalships and other advanced positions. Those looking for successful men, will find it to their advantage to confer with him.

* * *

While riding bicycle in the gymnasium on the evening of April 5th, Mr. Hendricks fell from his wheel in turning a corner too sharply. The fall itself was not a severe one but the machine fell heavily upon his right leg and broke it just above the ankle. Both bones were broken, causing a painful time for Mr. Hendricks. However, with his usual good nature he stood the siege and is now among us again none the worse for the accident.

* * *

Two members of the Normal School Faculty recently paid a short visit to the Carlisle Indian School. They were the guests of Mr. and Mrs. O. H. Bakeless whom they found most comfortably quartered. They report that school in a flourishing condition, and say one visit was sufficient to convince them that the red man needs only to be educated in order to place him side by side with his white brother in all the activities of our great country.

Mr. Bakeless, as Superintendent of Instruction, with his accustomed energy and zeal is doing much toward the elevation and advancement of the dark race there represented, and one needs only to look into the faces of the students, as they meet him, to see that, heart and soul, they are in sympathy with him.

The music department has been winning for itself deserved laurels since our last issue. The regular monthly recitals have been kept up and are indicative of the progress the pupils in this department are making. The following is the program of the May recital:

Geibel.....Beatrice Gavotte.....Katie Kearney
Behr.....Lute Serenade Hettie Cope
Mendelssohn.....Barcarolle.....
Misses Crossen, Riley, and Montgomery.
Waddington...Rondo op. 20 no. 2...Sallie Zehner
Kjerulf.....“Last Night”.....Edna Howells
W. G Smith.....Caprice op. 48, no. 3.....
Florence Billmeyer.
Wimpfheima.....Morcean a la Gavotte.....
Gertrude Miller.
Recitation.....The Last Hymn.....Sarah Ernest
Scharwenka.....Polish Dance.....Edith Maize
Behr.....Mazweka in Fmajor.....
Misses Kipp and Cherrington.

* * *

On Saturday evening, the 21st of April, the pupils of the music department gave a concert in the school auditorium. A carefully selected program was well executed by the pupils with credit to themselves and to their teachers. The doll drill, by girls from the Model School, was especially good and roundly applauded by the audience.

PROGRAM.

PART I.

Overture, Op. 65 *Brooke*
Normal School Orchestra.
Baritone Solo, The Red Scarf.....*Bonheur*
Mr. Aldinger.
Piano Solo, Valse in A-flat major.....*Moskowski*
Miss Stump.
Male Quartette, Way up upon Normal Hill..*Dennis*
Messrs. Sutliff, Dennis, Aldinger and Burdge.
Contralto Solo, Out on the Deep*Lohr*
Miss Haas.
March*Millard*
Normal School Orchestra.

PART II.

Doll Drill.....Girls from Model School
Duet, for Violin and Flute, Op. 23*Geibel*
Messrs. Stauffer and Miller.
Labor Song,
Farmer George Bell.
Farmer's wife.....Jessie Ent.

Farmer's girl.....Sarah Ernest.
Farmer's boy.....Fred Dennis.
Wood-sawyer.....Will Evans.
Dairy-maid.....Carrie Schappert.
Blacksmith.....Fred Magdeburg.
Shoemaker.....Fred Sutliff.
Carpenter.....Samuel Yocum.
Washer-woman.....Maude Gibson.

* * *

The manual training room is one of the most interesting places in the school to strangers, and scarcely a day passes without bringing interested visitors. They express a great deal of pleasure and not a little surprise at seeing the young ladies using the same tools and doing the same work as the gentlemen. But they are more surprised when they see the character of the work that the ladies do and are assured that after getting acquainted with the tools and their uses, they succeed equally as well as the young men. Visitors are always welcome, and it is a pleasure to show the work done during the two year's course, explain the processes used in getting such results, and point out the true aim of industrial education, which is so generally misunderstood.

Next year it is the intention to add to this department a turning-lathe, a fret saw, and perhaps some other pieces of machinery all of which will be run by the same power that now turns the laundry machinery.

* * *

During the summer, Mr. I. A. DeWitt expects to visit several of the foremost schools of the state where manual training is an important part of the course. He intends making a study of the methods employed and to note the results attained by using them. Among others he will observe the work done in the two Manual Training High Schools of Philadelphia and Girard College.

* * *

The friends of the Model School were made welcome by the pupils in the Normal auditorium on Wednesday afternoon, June 6th. The children rendered an hour interesting and profitable to a good sized audience with recitation, declamation, and song. One of the points most noticeable in the entertainment was the distinctness with which the little people spoke their parts. A class of girls in a gymnasium drill, led by Prof. Aldinger, made it plain that the laurels of the older students are in danger.

PROGRAM.

Chorus, Whistling Song*Parker*
Model School Boys.
School Girls' Trials.....*A. O. Briggs*
Jennie McMahon.
Which One?.....
Mary Albert.
Our Flag.....
Keller Albert, Warland Evans, Willie Robison, Harry Wilbur, Eugene Cohen, Edmond Savage.
The New Bonnet.....*Miss Hammond*
Cora House.
Eulogy on Cold Water.....*Paul Dinton*
Fred Dennis.
Vocal Solo, Lullaby.....*Jordan*
Anna Riley.
Bessie's Opinion.....*Harper's Bazar*
Lois Sloan.
Praying for Shoes*Paul H Hayne*
Helen Chrisman.
Piano Duet, March Impromptu.....*Low*
Martha Moyer and Ada Sherwood.
My Pockets.....
Willie Sherwood.
The Weather in Verse*Vandyke Brown*
Paul Harman.
Babyland*George Cooper*
Martha Frymire, Irene Moyer, Helen Conner, Nellie Rawlings, Artemesia Bush, Joe Allen, Rea Hagenbuch, Max Dillon, Mary Wagonhurst, Eva Sherwood.
He Ran the Night Express.....*F. H. Stauffer*
Jennie Sherwood.
The Village Blacksmith.....*H. W. Longfellow*
Edith Miller.
Eight Nice Ducks*Ofer*
Fred Welsh, Elmer Wilbur, Charles Albert, Elwell Funk, Clinton Scott, Louis Buckalew, Walter Wills, John Reighard.
Barbara Frietchie.....*J. G. Whittier*
Fred Welsh.
The Mission Jug.....
May Duffey.

Piano Solo, Hand-in-Hand March *Otto*
Grace Housel.
Animated Pussy-Willows.....
Marie Funk, Mabel Neal, Mary Rawlings, Louise Lazarus, Lottie Harkins, Catherine Worthington.
Pizzicati Chorus
Model School Girls.

* * *

The following persons were chosen by the faculty to represent the class of '94 on Commencement day: Sarah Ernest, Minnie Hehl, Sarah Masters, Bertha Johnson, Ethel Williams, Bertha Espy, Fred Sutliff, Chas. Lewis, Geo. McLoughlin, and F. L. Hess. The members of the class elected, for Class Day, Miss Quinn as poetess; Jessie Ent, reciter; Geo. Pfahler, historian; Sarah Hughes, essayist; Will Evans, class orator; Lizzie Williams, prophetess. Mary Whalen will make the presentation speech. J. P. Deiffenderfer writes the class will; W. R. Darlington is composing a Class Song, while Harry Dechant is studying how to gracefully drop the mantel of '94 upon the shoulders of '95. We bespeak for Commencement week a most enjoyable time from what we know of the work of these young people and their ability to entertain.

* * *

The senior class of '94 have elected the following officers: President, George Bell; Vice President, Will. Evans; Secretary, Mary Espy; Treasurer, Chas. Lewis. The class colors are lavender and white.

* * *

The Juniors at their last class meeting elected as officers: President, Howard Eckroth; Vice President, Max Stauffer; Secretary, Josephine Blakeslee; Treasurer, Robert Patten; Mantel Orator, Robert Patten. The class colors are maroon and white.

* * *

Prof. Albert will again spend nearly all of the vacation in summer Institute work. The first three weeks of July will be given to South Carolina. Part of the first week in the S. C. State Teachers Association at Columbia, and the second and third weeks in Anderson and Oconee counties. This will be his fourth trip to "Dixie" in this work In August he goes for two weeks to Nebraska to have entire charge of the Dixon county Institute. This is his second visit there. On the way home from Nebraska he mill stop off in Altoona, Pa., giving the City Teachers' Institute the first week of September.

* * *

Thursday evening, June 14th was the occasion of the Senior reception, which was most novel in design and enjoyable in execution. As invitations had it "Farmer Welsh and Wife" received the Senior class and Faculty on the barn floor at their farm near Orangeville. A pleasant drive of eight miles preceded and followed the good time at the farm. A feature of the discipline of the school in connection with this reception is worthy of mention. Though the Faculty were all invited to the reception it was supposed that some members would be obliged to be absent as their presence would be needed in the dormitories. The difficulty was solved by the students themselves, who voluntarily appointed monitors to take charge of the halls, and pledged themselves to act in every way as if the teachers were in the building, so as to permit all the teachers to attend the reception. Their offer was accepted and 200 students were left to take care of themselves with not a teacher about. No disorder occurred and the incident is one which shows that students under proper influence are abundantly able to govern themselves in a manner satisfactory to themselves and their teachers. We doubt if many schools, the size of ours, can equal our record in this matter.

The Senior class, one hundred and twelve in number, successfully passed the Faculty last week. This class and the one of last year, comprising one hundred and thirteen members are the largest ever graduated from this institution or from any Normal School in the state and, so far as we have been able to ascertain, the largest ever graduated from any Normal School in the United States. The Senior class this year would have been as large as the one before but for the illness of one of its members, which necessitated her leaving school for a time and prevented her from completing the course this year. The prospects for next year are unusually bright. Over one hundred and twenty of our own Juniors have passed, and these, with the usual addition of new students and the return of those former students holding Junior certficates, will, without doubt, form the largest Senior class in the history of the school. It may not be out of place to remark in this connection that, in recommending students to the committee for entrance to the Senior class, the Faculty have this year been especially careful in their consideration of the candidates before them, thereby materially advancing the standard of the school.

The State Board of Examiners for the spring of 1894 is a most acceptable one. The members seem to work in perfect harmony, and every student who is examined is more than pleased with the courteous treatment received at their hands. Hon. Henry Houck, the veteran Deputy, is always welcomed. With his jolly good humor and kindly sympathy he at once gives assurance to every member of the classes he examines. Dr. D. J. Waller, than whom no one is ever more heartily welcome to this school, comes to us from the Indiana Normal School. Even though he has been out of the school for four years, yet he is at once received as the friend of every student. Our school today is in many respects, reaping the rich fruitage of his earnest labors from 1877 to 1890. County Supt. Joseph M. Arnold, of Perry county and Supt. Oberdorf, of Sunbury, are both strangers, but they are making many warm friends among the Faculty and students of our school.

Miscellaneous.

Few persons are aware of the fact that Pennsylvania ranks first among the States in the quarrying of limestone and slate, and second in the yield of sandstone and bluestone. The total value of the granite output in 1889 was $623,252, and of marble $41,850, no inconsiderable sum.

The value of the coal that was mined and of the iron and iron products that were put upon the market exceeded in value the gold mines of California. Even the mountains of our State, which contain no valuable minerals, should not be despised. "Mineral value," says Prof. Lesley, "is not the only kind of value. The true worth of the mountain land is to cool the air and condense its moisture into rain, to feed the streams which supply the valleys, and to preserve the forests. For such benefits as these the inhabitants of the Great Valley should be ever thankful to the North Mountain, without looking so fine a gift horse in the mouth, or pining for gold and silver mines, which are, after all, not half so desirable as fertility and water power."

In length of school term Pennsylvania ranks thirteenth among the States of the Union. If the best use is to be made of our fields and forests, our mines and quarries, our streams and water-ways, if full advantage is to be taken of our climate, our soils

and our other resorces, we must give our pupils school facilities equal to those of our adjacent States. With considerable irony a member of the last legislature said of the recent meeting of the State Board of Agriculture that it devoted one hour to the boy and a day and a half to the cow. If, however, the knowledge elicited by the discussion of the dairy and dairy products is made accessible to the farmers' sons, we may be justified in claiming that all the sessions were ultimately for the benefit of the boy.—*Pa. School Journal.*

The wonderful power of the Lick telescope is illustrated in an address by Prof. L. A. Mitchell recently, who said that the number of stars visible to the naked eye on a moonless night is about 6000. By the use of so magnificent an instrument as the Lick telescope the number may be increased to 100,000,000.

The Strain of Brooklyn Bridge.

If you walk across Brooklyn Bridge you will notice that in the middle the four great cables hang so low that you can touch them. A full-grown man can put his arms around one of the great cables, so that his fingers will meet about it. It is made of thousands of steel wires twisted in strands and cords and ropes, all gathered in one cable of prodigious strength. On these four cables rest with ease the two carriage ways, the two railways and the wide walk for passengers. All these hang depended from these four cables so firmly that one seems to be walking on solid earth; for so firm, so solid is the structure, and so mightily is it held by those four steel cables, that there is no sense of weakness, no swaying of the great Bridge by the fiercest wind or by anything that passes over it.

As you stand in the exact middle of the Bridge you will observe where the compensation is made for the expansion and contraction by heat and cold. The Bridge, resting on the four cables, is divided into two parts in the middle, and one end is arranged to slide over the other. You can put your hand on the railing and measure by the rubbing of the parts how far they have pulled back in winter, or have overlapped in summer. If you watch from cool morning till midday you can see just how much the Bridge has expanded in six hours.

But does the Bridge which thus feels heat and cold, also feel at all the strain of the weights that pass over it? Let us look and see. We stand again in the middle of the Bridge, and watch as a train of cars passes by. We notice, where we looked before to see one end slide over the other, that foot passengers do not seem to affect it in the least. When a heavy team passes by there is no observable movement. The Bridge does not seem to have noticed it at all. But here comes a train of cars crossing the Bridge. As it comes near we observe that the railing overlaps, the ends begin to move apart. They separate for an inch. Then as the train passes they come together again, and in a moment they are in their normal position. The Bridge has noticed that the train was passing. It did not break; it felt no painful strain; but it noticed and felt and acknowledged and registered the pressure which vainly attempted to break the cables.

All which is an allegory for our instruction. There are bridges that would be broken under the weight of a single traveler. There are men who cannot withstand the pressure of one small temptation. There are firm, assured Christians whose strong cable holds so fast at one end to the divine command and at the other to the divine

promise, that no temptation can break them down There are myriads of such redeemed souls in Heaven; perhaps there are such on earth. Certainly there are many over whom temptation seems to have lost its power. He "cannot sin because he is born of God and abideth in him." He has reached, or he is reaching, that confirmed holiness which is the blessed necessity of obedience.

Yet when temptations assail him does he feel them? Yes, the Bridge feels the weight on it. The Bridge has no thought of breaking; it does not notice a small strain; it notices, but resists, a great strain. In either case it is perfectly safe. So it is with one whose faith has secured a confirmed Christian character. Most temptations he has so often conquered and the habit is so easy, that he pays no attention to them; he is unconcious of them. There are other temptations which he notices, not with any desire to yield, but with a conscious resistance, one that he observes, but which perhaps no one else would observe unless he had looked as sharply as we had looked to see the response of the Bridge to the challenge of the train. So Jesus answered when tempted in the wilderness, with a brave and easy resistance, but one that left its brief mark on the soul. Let us seek a character of sure integrity like his, such a faith that will as easily and certainly resist a great temptation as the Bridge with its mighty cables anchored in the solid rock resists the heaviest pressure that smites it. —*The Independent.*

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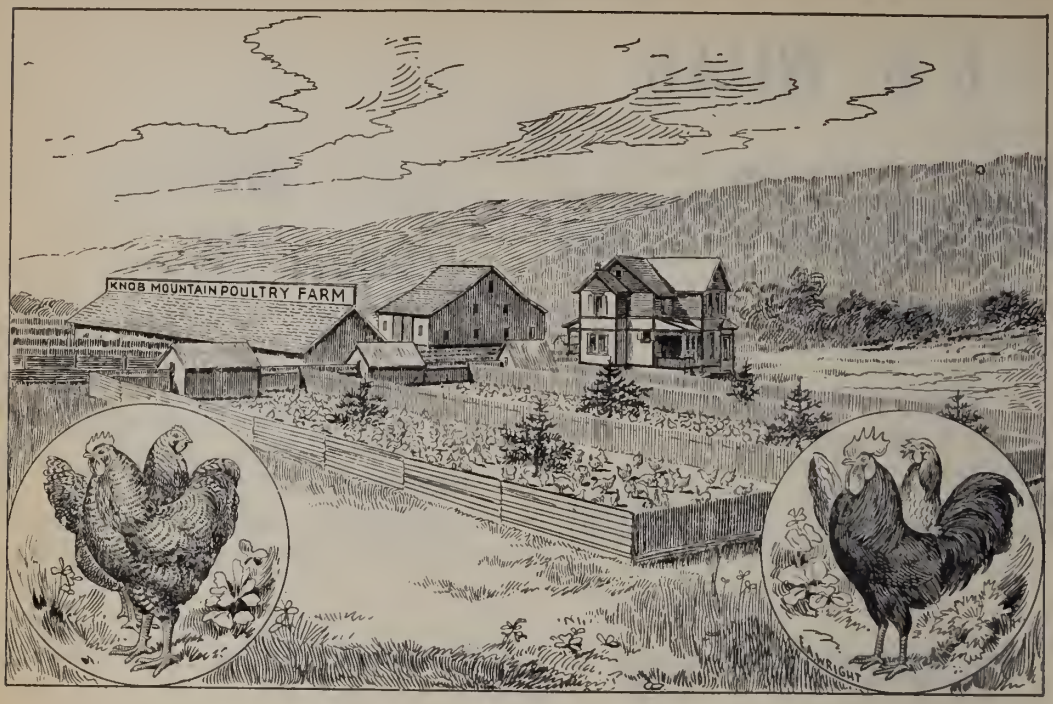
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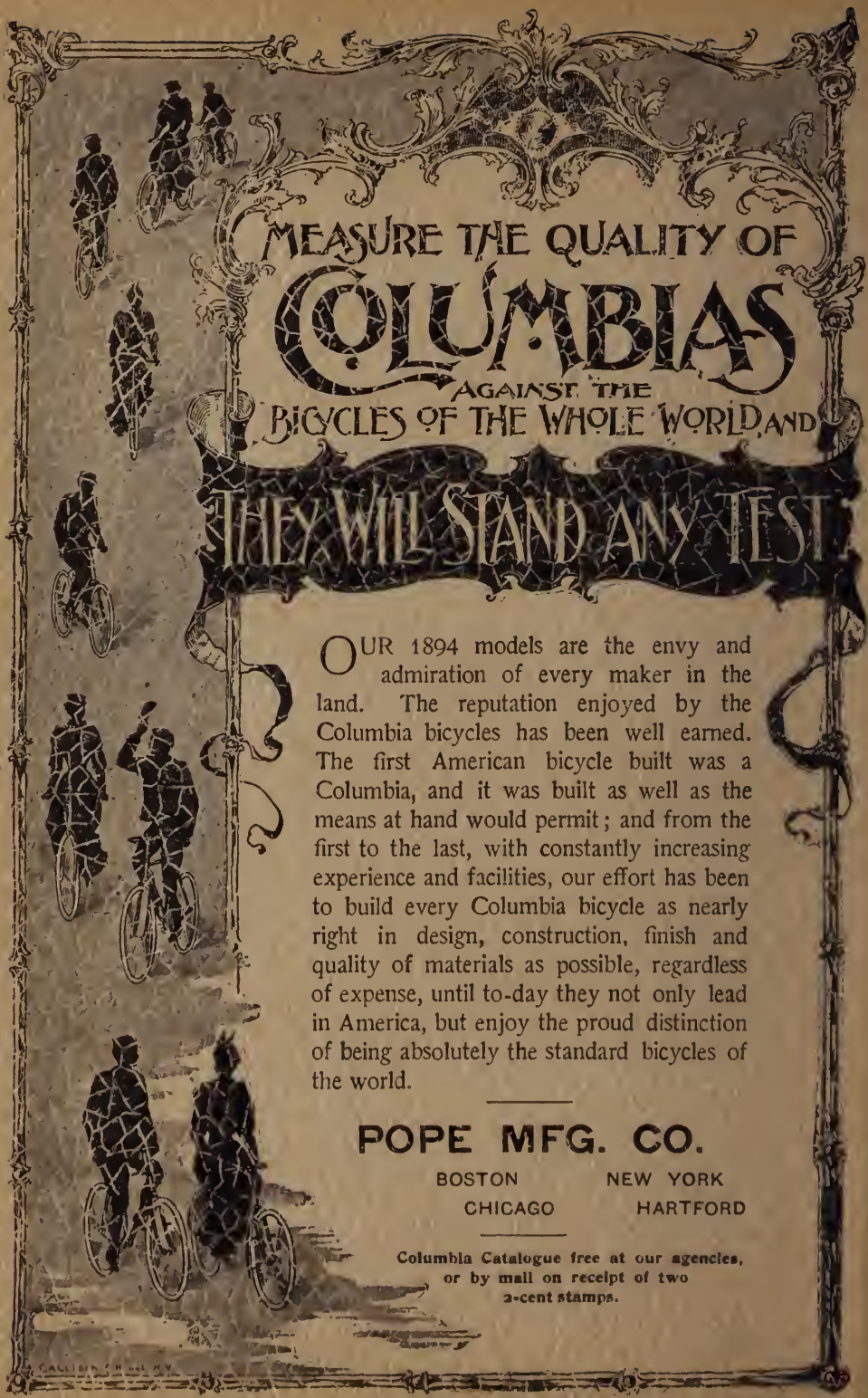
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VOL. I., NO. 3.

THE

B. S. N. S.

QUARTERLY.

SEPTEMBER, 1894.

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THE

B. S. N. S. QUARTERLY.

VOL I. SEPTEMBER, 1894. NO. 3.

THE

B. S. N. S. Quarterly.

A publication of the Faculty and Students of the Bloomsburg State Normal School, devoted to the interests of the School and of Education in general.

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THE summer months are flying, and August warns us that another issue of the QUARTERLY is due. Old Normal is a pleasant place in summer with its well kept lawns and shady nooks and the long cool halls inside the building are a grateful refuge from the outside heat. The busy current of student life is missing, however, and the corriders are strangely quiet. Old Normal is not herself without her children, and there seems a spell in the very air.

But dullness does not reign, by any means on Normal Hill. The carpenter, the plumber and the painter all are here and busy at work preparing for the students who are to come. Wainscoating on the halls on the first floor of the dormitory, new closets and wall paper in many of the rooms in the girls' side, new apparatus in the gymnasium, green grass on the new athletic field, a stable for the numerous Normal bicycles, new machinery for the Manual Training room, and many other improvements will greet the eyes of the returning students and teachers. There are no ruts about the Normal. There is nothing so good but what it might be made better, and progress is the watchword of the times. Three weeks before the opening of school we have more students on the list than ever before, and the applications for rooms are daily pouring in. Let us all then, teachers and students alike, seize the opportunity and make the most of it, of making the coming year a memorable one in the history of the school, for the good, hard, profitable work which shall be done.

THE FOLLOWING was clipped from the editorial page of a leading agricultural paper, *The Rural New Yorker*. When we reflect that eighty per cent. of the successful business men, are not those bred and reared in their lines of business, but come from the farm and the workshop, the value

of this advice may be more fully appreciated.

"The farmer's daughter is, as a rule, a strong, whole-hearted, good girl, with such education as she can get from the district school. Her father and mother as they grow older, having no change from the incessant, monotonous routine work of a farm, become entirely oblivious to the bright seemingly unnecessary, phases of life; and just what they need to rouse them, to lift them out of the rut, is a rightly educated, sweet tempered daughter, to bring her new found friends from other places, to visit them. The brothers may be overgrown, and awkward; they, too, learn much from their sister, and her friends. Yes, farmers, make great sacrifices for your daughters. Send them to good schools, encourage them to bring their friends to your home, be as sociable as possible, you will find a new zest in life. If you have trained your girls to be true women, they deserve more than common educational advantages, and you will feel amply repaid in later years.

And now a word of business. The Quarterly has met with a warm welcome from our friends and, our subscription list is growing. But the publication of such a journal necessarily requires considerable expense. To meet this expense a larger subscription list than we now have is necessary, and we wish to enlist the services of our readers for the Quarterly.

Are you a subscriber already? Show the paper to other old Normalites and get them to subscribe.

Have you received this number as a sample copy? Send us a quarter and get the four numbers to follow, full to the covers with just what you want to know about dear old Normal.

Are you a new student? Subscribe at once and get a journal that represents your school, and will put you in touch with all its life.

The paper belongs to our readers, and upon their interest and their efforts in our behalf our success in large measure depends. All together now! Send in your quarters!

Commencement.

The usual exercises of commencement week were inaugurated on the afternoon of Sunday, June 24th, by the preaching of the Baccalaureate Sermon to the graduating class by the Rev. W. I. Stearns, of Danville. In spite of the extreme heat a goodly number of townspeople were present to listen to the sermon. At 3 p. m. the graduating class, preceded by the Faculty, marched into the Normal auditorium and took the seats reserved for them. The text was chosen from Matthew xvi: 26, "For what shall it profit a man if he gain the whole world and lose his own soul," and its meaning and application to those just starting in life were forcibly brought out in an interesting and instructive discourse.

On Monday evening, June 25th, the annual Junior Exhibition took place. A dramatic entertainment of some sort is usually in order at this time and this year one of a comical nature was provided. It was entitled "A Nonsense Evening with Mother Goose" After all the serious business of the Normal year, the fun and laughter aroused by the performances of the characters known to all in childhood were most welcome. The exercises were opened by an address by the class president, Mr. Howard B. Eckroth, and an overture by the Normal Orchestra. After this the children of Mother Goose had full sway, and kept stirring the risibles of the large audience that crowded the Normal auditorium to its fullest extent. Perhaps the most

comical number of the whole evening were the adventures of the "Bachelor in search of a wife," but Jack Sprat and his wife, and the ever popular Simple Simon did their share in keeping up the laughter. The following is the cast of characters:

Ding, Dong Bell, boy and girl.....
..... Katie I. Kearney and George Hoke
Miss Muffet Lulu McHenry

BUYING A WIFE.

Bachelor..... M. L. Laubach
Old Woman Carrie Lewis
First Daughter..... ...Mame Thomas
Second Daughter..... Jennie Mc Donald
Third Daughter Agnes Lenahan
Fourth Daughter..... Florence E. Nichols
Little Bo Peep..... Mary E. Houtz
Little Boy Blue. C. Raymond Stecker
Jack Sprat..... Fred E. Fassett
Peggy, Jack's wife Minnie Riley
Old Man in Leather Jas. E. Teple
Little Old Woman..... Josephine Blakeslee
My Son John..... Fred Dennis
Jack..... Howard Eckroth
Jill..... Miss Mahon
Dr. Foster..... Mr. Davenport
Simple Simon.....Robert Patten
Mother Goose.....Elsie L. Colgate
Mary Contrary.....Elizabeth Alexander
Maids of Honor
...Misses Gallagher, Griffith, Jacobosky, Lenahan
The Pieman..... W. A. Shuping
Old Woman Tossed in a Basket Irene Nicholas
Peter Piper..... Harry Persing
Little Tommy Tucker..... S. H. Johnson
Tommy Snooks..... ... Hugh McGee
Bessy Brooks..... Netty Birtley
Deaf Woman..... Bertha Barker
Shearer..... Chas. W. Derr
Bobbie Shafto..... Abel Price
Sing a Song of Six-pence—King and Queen.....
..... Bruce Shannon, Rose Merrin
Nancie Etticoat..... Anna Knauss
Jackie Horner Walter Wills
The Man in the Moon.....Wm. Swank
The Man in the South.....Wm. Boyle
The Beggars..... { Anna Sidler, Wm. Worthington, Anna Richards, Sadie Rentschler
Bramble Bush Friend Gilpin
Peter Pumpkin Eater..... Edward Roth
His First Wife..... Grace Housel
His Second Wife..... Anna Powell
Wise Men of Gotham..... { C. C. Smith, I. Bartholomew, Irwin Nagle
Tommy Trot..... Earl Creveling
Bun Man.....Bruce Patterson
The Maid Who Lost Her Nose..... Theresa Hehl
Ghost of Soloman Grundy.....Howard Traub

Next in order came the address before the Literary Societies, which was given on the evening of Tuesday, June 26, by Mr. C. E. Wilde, of New York City, a practical business man, who for nearly a quarter of a century was the chief buyer for A. T. Stewart & Co. His subject was "Forces that Win," and was handled in a practical way that could not fail to instruct and benefit his hearers.

On the afternoon of Wednesday, the 27th, the '92 class reunion was held, about sixty members being present. In the evening of the same day the Class Day Exercises of '94, were celebrated in the presence of a large audience. As usual on such occasions the jokes were many and widely distributed. The following is the program:

President's Address..... George H. Bell
Music B. S. N. S. Meledy *Carter*
Boys Octette.
Class History.....George Pfahler
Essay..... Sara J. Hughes
Music "Amici" *Shepherd*
Girls' Octette
Class Will..... J. P. Diefenderfer
Recitation.....Jessie Ent
Piano Trio, Op 65.....*Spindler*
Misses Johnston, Bellis and Smith.
Oration, "Evils of Immigration"...Wm. W. Evans
Class Poem.....Bridgetta Quinn
Tenor Solo, "Sweet Marie" *Moore*
B. F. Johns.
Class Prophecy..... Lizzie Williams
Music, "When we first came on the Campus," *Pyne*
Boys' Octette.
Presentation of Class Souvenirs..Mary E. Whalen
Presentation of Class Memorial..... Bessie Lynch
Mantle Oration..... Harry Dechant

Thursday, June 28, was Commencement Day andlong before the time appointed for the graduation exercises throngs of

people were mounting Normal Hill and crowding the auditorium almost to suffocation. The exercises were opened with prayer by the Rev. W. I Stearns, of Danvillle, then a most pleasing overture by the Normal School Orchestra, after which the following programme was rendered:

Essay, "Moral Whitewash,"..... Sarah Masters
Oration, "The Men for the Age,"....Floyd L. Hess
Mixed Quartette,..... Misses Ent and Gibson,
..... Messrs Evans and Bell
Essay, "No victory without Labor." Bertha M. Espy
Oration, "Choosing a Vocation,".Geo. McLaughlin
Essay, "An Ideal Education for Women".....
.....Minnie G. Hehl
Music..... Normal School Orchestra
Essay, "The Riches of Poetry,"..Bertha S. Johnson
Oration, "Self Reliance,"..... Charles L. Lewis
Essay, "The Woman for the Age,".Ethel Williams
Music..... Piano Duet
Oration, "Social Dangers from the Working Classes"
..... Fred Sutliff
Essay, "Man's Works Follow Him," Sarah R. Ernest

At this point came the usual conferring of degrees by Dr. J. P. Welsh, principal of the school; first the degree of Bachelor in the Elements, upon the one hundred twelve Seniors of '94, and then Master of the Elements upon those of the class of '92 who were present and had in every particular fulfilled the requirements incident to obtaining this second degree. Diplomas were also granted to two candidates who had satisfactorily completed the Academic Course at the institution, likewise to two graduates of the College Preparatory Department, and two State certificates were granted to candidates who had passed the examination for the same before the State Board of Examiners.

After the Commencement Exercises were over the annual meeting of the Alumni convened, which, after transacting its business, adjourned to the banquet prepared in the dining room. For two hours and a half the good things provided were considered and various toasts proposed. The toasts by George E. Elwell, as toast-master; by Mr. John Clark, on the part of the trustees; by Dr. Welsh, as principal of the school, and by Miss Adelaide Ellsworth, in the name of the class of '94, were all most fitting and appropriate.

All things come to an end, however, and finally the company dispersing, left old Normal deserted by those who had been under its care for many weeks; and another year, the most prosperous in the history of the school, was over.

The Children of the Poet's Brain.

BY MRS. ALMA SAGER WELSH.

[The following poem, reprinted from *Our Teacher*, illustrates admirably how teachers may stir up an interest in the works of one of our most characteristic and recently lamented poets, John G. Whittier. Let one pupil read the poem and have the parts recited in pantomime. It makes an interesting feature of a literary entertainment.]

The twilight shadows gently fall
On picture, book and tinted wall,
And in their midst the poet dreams
Of days long gone—so long, it seems,
As memory guides him slowly back
O'er many a winding, devious track,
To the hopes and joys of Youth's bright day.
The pathway not unclouded lay;
Here a battle note sounds high,
And here, a poor slave's piteons cry
Pierees his inmost soul; and here
A quiet grave he lingers near.
But Memory is not all unkind—
Serenest joy and peace of mind
She gives to him whose heart, hand, all,
Are ever prompt at duty's call.
So on our dear old poet's heart,
That aye hath felt itselt a part
Of a universal brotherhood,
Struggling toward the Supreme Good,
Her sweetest benediction lies.

"Ah! happiness indeed is mine
And blessings from the hand divine
Have crowned my life," he murmurs low.
Watching the "hearth-fire's ruddy glow."
"I am content—and yet—and yet—
Can no life be without regret?
To-night a sadness strangely steals
Upon me as on one who feels

Himself alone. Dear friends have I,
And willing hands are always by
To gratify my least desire;
But yet for me no home hearth-fire
Has ever burned; no gentle hand
Was ever placed in mine to stand
Or fall with me till death; no one
Has named me father, no dear son
Nor daughter dear has ever taught
To me the lessons deepest fraught
With God's sweet fatherhood. No word
From child of mine will e'er be heard
To help the world in hour of need—
I am alone—alone, indeed."
And from his eyes the gathered mist
Rolled lightly down in tears that kissed
The cheek by baby lips ne'er pressed.
He bows his head just now carressed
By rosy finger-tips of light,
Flashed by the wood fire's sparkle bright;
And soon sweet Sleep her comfort lends
And dreams all joy to him she sends,
But now so sad.

What scene is here?
It is the hearth to him so dear
In childhood days—"the oak log thick
And on its top the stout back stick;
The house-dog with his drowsy head
Laid to the fire; the apples red
And nuts from brown October's wood."
And who are these who gather near
With word of love and smile of cheer?
Their faces do we know full well,
The words they speak we e'en can tell.
They are indeed a goodly train—
The children of his heart and brain,
Who round the dear old poet come
As children love to gather home.
And hark! one speaks; a maid so fair,
With large soft eyes and dark brown hair.
Sweet Mary Garvin's self it is
Who lays her gentle hand in his,
And says, "Dear father, we are here
With loving words thy heart to cheer.
We are the children of thy thought;
We speak the lessons thou hast taught
Unto the world, and we shall speak
Long after thou art laid to sleep
In quiet rest. Be no more sad;
We come with hearts so free and glad
To give thee love and homage due,
To mind thee of the thoughts so true
That thou hast spoke through us; to weave
For thee a garland fair. We leave
No laurel wreath, of fame to tell,
But simple flowers thou lovest well—
Sweet rose and pink and clover bloom."
But other children waiting are;
I'll speak the words, that near and far
Thou badst me speak, and give them room:
'Christ's love rebukes no home love, breaks no tie
of kin apart;
Better heresy in doctrine than heresy in heart.'"

The maiden stops, beside him lays
A fragrant pink; no longer stays,
But gives another place.

"Up rose old Barbara Fritchie then,
Bowed with her fourscore years and ten;

"Bravest of all in Fredericktown,
She took up the flag the men hauled down.

"She leaned far out on the window-sill,
And shook it forth with a royal will.

" 'Shoot, if you must, this old gray head,
But spare your country's flag,' she said.

"All day long that free flag tost
Over the heads of the rebel host..

"And through the hill-gaps sunset light
Shone over it with a warm good-night."

Dame Barbara turns, but pausing ere
She seeks again her fireside chair,
Drops by the pink a rose.

But who is this who smiling stands
And lets the flickering shadows fall
Upon the loveliest face of all?

'Tis Mabel Martin, the witch's child;
Past, all her sorrow and annoy,
Her tears of grief now tears of joy.

For God, who hears the orphan's prayer,
A true friend sent. "In flesh and blood
Before her Esek Harden stood.

He laid his hand upon her arm;
'Dear Mabel, this no more shall be;
Who scoffs at you, must scoff at me.

You know rough Esek Harden well:
And if he seems no suitor gay,
And if his hair is touched with gray,

The maiden grown shall never find
His heart less warm than when she smiled
Upon his knees. a little child.'
'Oh, truest friends of all!' She said,
'God bless you for your kindly thought
And make me worthy of my lot!'

He led her forth," but ere they went,
A pansy, emblem of content,
Sweet Mabel leaves the poet.

And who are these, a tiny pair?
The hearth's glow lights the sunny hair
"And brown eyes full of grieving
Of one who still her steps delayed,
Where all the school were leaving.

For near her stood the little boy
Her childish favor singled:
His cap pulled low upon a brow
Where pride and shame were mingled.

Pushing with restless feet the snow
To right and left he lingered,
As restlessly the tiny hand
The blue-checked apron fingered.

He saw her lift her eyes; he felt
The soft hands light caressing,
And heard the trembling of her voice
As if a fault confessing.

'I'm sorry that I spelt the word:
I hate to go above you,
'Because'—the brown eyes lower fell—
'Because, you see, I love you!'"

The poet smiles as now they place
Near him as they their steps retrace,
Some sumach leaves and blackberry vines.

They had gathered them on the hillside
Where Cobbler Keezar stitched and sung
As i' the brook he moistened his leather
And i' the pewter mug his tongue.

He had followed as they went homeward
Had followed them on straight here
To add his word of comfort
And to lend his jolly cheer.
"'Why should folk be glum' said Keezar
'When nature herself is glad,
And the painted woods are laughing
At the faces so sour and sad?'

Small heed had the tough old Tenton
What sorrow of heart was theirs
Who travailed in pain with the births of God,
And planted a state with prayers."

And he knew the tricks of magic,
For the lapstone on his knee
Gave him power to read the future
Like the stone of Doctor Dee.

And so like a lens he held it,
He held up the magic stone,
"And a marvelous picture mingled
The unknown and the known.

Below in the noisy village
The flags are floating gay,
And shone on a thousand faces
The light of a holiday.

'What is it I see?' said Keezar;
'Am I here or am I there?
Is it a fete at Bingen?
Do I look on Frankfort fair?

Here are smiling manly faces,
And the maiden's step is gay;
Not sad by thinking nor mad by drinking,
Nor mopes, nor fools, are they.

Would the old folk know their children?
Would they own their graceless town,
With never a ranter to worry
And never a witch to drown.'

Loud laughed the Cobbler Keezar,
Laughed like a school-boy gay;
Tossing his arms above him
His lapstone rolled away."

As Cobbler Keezar turns to go
He drops a sprig of sturdy pine
Beside the sumach's glossy leaves
And tangled blackberry vine.

"And sweet Maud Muller's hazel eyes
Looked out in their innocent surprise.

As she raked the meadow sweet with hay"
On that eventful summer day.

"Beneath her torn hat glowed the wealth
Of simple beauty and rustic health.

But when she glanced to the far-off town
White from its hill-slope looking down,
A vague unrest
And a nameless longing filled her breast.

A wish that she hardly dared to own,
For something better than she had known."

The Judge come slowly o'er the hill,
And saw Maud Muller standing still.

He greeted her" and wondered whether
The cloud in the west would bring foul weather,

Then spoke of the grass and flowers and trees
Of the singing birds and the humming bees.
And Maud forgot her brier-torn gown
And her graceful arms so bare and brown.

And listened while a pleased surprise
Looked from her long lashed, hazel eyes.

At last like one who for delay
Seeks a vain excuse, he went away.

Maud Muller looked and sighed 'Ah me!
That I the Judge's bride might be!'"
And the Judge looked back ere he passed from sight
And saw in her eyes the tender light.

"'A form more fair, a face more sweet,
Ne'er hath it been my lot to meet.

Would she were mine, and I to-day,
Like her, a harvester of hay."

But he thought of his sisters proud and cold
And his mother vain of her rank and gold

So, closing his heart, the Judge went on
And Maud was left in the field alone."

The maiden drops ere she leaves the room,
A tiny bunch of clover-bloom.

And who is this that lingers yet?
The youngest, poet, and the pet
Of all thy children dear.

"Blessings on thee, little man,
Barefoot boy, with cheeks of tan!
With thy turned-up pantaloons,
And thy merry whistled tunes;
With thy red lip, redder still
Kissed by strawberries on the hill;
With the sunshine on thy face
Through thy torn brim's jaunty grace;
From my heart I give the joy,—
I was once a barefoot boy!
Prince thou art,—the grown up man
Only is republican.
Let the million-dollared ride!
Barefoot, trudging at his side,
Thou hast more than he can buy
In the reach of ear and eye,—
Outward sunshine, inward joy;
Blessings on thee, barefoot boy!"

And the barefoot boy as he turns away
Lays in the poet's hand a spray
Of honeysuckle wild.
A deep glow fills the poets heart.
The dream is booken: with a start
He glances round: so real it seemed,
It cannot be that he has dreamed!
Familiar face and form are fled,
But still the words by each one said
Are ringing in his ear;

His hand still clasps a blossom wild,
Beside him lies the flower each child
With him had left. The dream is true!
"Sweet flowers, God's messengers are you;
And ever henceforth, while flowers blow,
I shall remember, I shall know
That he can never be alone
Who hears you speak in sweetest tone
Of God's abiding, faithful love.

Father, I thank thee, thou dost always bless
The good thy children try to do,
Their weakness, pity, and their sin, forget:
Father, I give myself to thee anew.

Notes.

Some one has said that the world is dealing with negatives Instead of teaching how to do the right, influences are exerted rather upon how not to do the wrong. "Don't" is with too many, a controlling word Parents, teachers, everybody, yields too frequently to the impulse to say "don't." Are there not more things to be done and ways to do them than there are wrong things to avoid? Every little fault or misdemeanor on the part of a child should not be emphasized with a great emphatic "*don't*" but let us rather show through kindly leading and instruction, the way to do the right. The secret of all discipline, whether in the home or the school, is to direct toward right action and to provide constant exercise for mind and body along the proper direction. Teachers, lead your children to "do" more things that elevate and refine, and there will be less occasion to feel like saying don't.

We cannot help rejoicing in the increasing prominence of the idea that every being whom the world contains has his true place, written in the very makeup of his nature and that to find that place and fill it is success for him. To help him find that place and make him fit to fill it is the duty of his educators, in all their various degrees.

PHILLIPS BROOKS.

Examination Questions.

Do you know how to live? Are you the best possible man, the best possible woman, that the material in you will make? Are you wasting your time saying, "If I could live my life over," instead of attending to the proper spending of the new life that is coming to you every day? Are you a teacher? Are you going to be a teacher? If so, have you determined that

you will look to the moral, intellectual and physical development and growth of your pupils? Or are you going to follow the old grind-grind, memory process, and see how much you can have them store up, to be forgotten? Do you think it will make any difference whether you make the most of yourself and your pupil, or not? Any difference in this world? In the next? what would you give years hence, for the consciousness of having followed the light? How can you secure that consciousness? Do you know how the mind of a child unfolds, develops, gains power, grows? Do you know what powers the mind has? How each power is called out, exercised, awakened, strengthened? The order of this awakening? If you do not, are you fit to be a teacher? Or a parent?

"If ye know these things, happy are ye if ye do them."—John, xiii; 17.

There is gradually working out a great idea that we believe will soon be adapted to the needs of the schools. It is the "Theory of Concentration." A full and complete understanding of this idea will revolutionize school teaching. An exchange says: "It is now but as a little leaven working its way through routine school plans and set courses of study, whose aim and purpose is teaching the various subjects of school study, not teaching the pupil. While this little leaven is working, even up to leavening the whole lump of school plans, we venture a prophecy that the next decade will witness this idea put into practice to such an extent, even in rural districts, that many of the perplexing questions of courses of study, graded classes and the like will become altogether secondary to the matters of graver importance, those of individual development, of educating for freedom and larger liberty.

Local.

Items in this department at this season of the year are mostly restricted to reporting the improvements, actual and prospective, about the school buildings, for two reasons: 1st, because there are no people here to write about, and 2d, because there are so many improvements all around us.

* * *

Mrs. Welsh and Mrs. Housel are the happy possessors of brand new Columbia wheels. Both have learned the art of riding with but little difficulty and pleasant evenings find them mounted and out for a spin over the hills and far away.

* * *

The young ladies will be interested in what has taken place inside the building. All the halls on the first floor of the dormitory building have been carpeted with the best cocoa matting. The rooms up in the east wing that had those agravating triangular closets, now have great big square ones and these rooms have been papered too. New parlor and office carpets are in evidence also.

* * *

The interests of wheelmen have been considered also. A portion of the old Manual Training room, now used as a storeroom has been partioned off and racks put in for the accommodation of the numerous Normal steeds of steel. This will prove very handy, as the wheels will not have to be trundled an immense distance through the halls before mounting, as was formerly the case.

All the halls on the first floor have been wainscoted in uniformity with the halls in the new building,and the previously existing woodwork has been skilfully grained to match. The effect is very fine and has materially changed the appearance of the corridor.

The new athletic field is one of the improvements that will suit the boys. It has been leveled and the grass is growing green all over its extent. No need to walk a mile to practice football or baseball any longer, full opportunity for everybody right at the Normal.

* * *

The business of the school has increased to such an extent that additional office accommodations are deemed necessary and a fire-proof vault will be constructed in the Principal's private office. Mr. D. M. Hess, a graduate of Potts' Business College at Williamsport, will assist Miss Bell in Stenography and Typewriting.

* * *

The manual Training room is getting its share too. The little room immediately adjoining has been connected with it by a doorway through the partition, and it is to be fitted up with a lathe and other wood-working machinery. The power for runing these machines will be supplied from the engine in the laundry.

* * *

A plan has been suggested of making our new dome, so conspicuous with its shining gold in the day-time, equally notable by night. The plan, in brief, is to outline the dome with incandescent lights, which, when lighted at night, will render the dome visible for miles in every direction.

* * *

The Souvenir books issued by the school at the close of last spring term, have met with the warm approval of old Normalites. the edition, although a large one is very nearly exhausted.

* * *

Miss Clara Smith has the sympathy of all in consequence of the death of her father, early in this month. Mrs. Smith will, for the present, take up her residence at the school with her daughter.

It is with much satisfaction that we note that the graduate department will be a strong one this year. Five of those who have received the Normal diploma, will return to pursue a more extended course of study. They are Miss Fannie E. Kennard of the class of '89, Miss Margaret Bogenrief, Miss Grace Shafer and Mr. Frank Traub of '93, and Miss Ethel Williams of '94.

* * *

Prof. Albert has spent most of the summer in Institute work, for the most part in North and South Carolina. He reports many interesting experiences and stories of these localities, some of which we may hope to see in the QUARTERLY some time in the future.

* * *

Prof. Cope has been unfortunate enough to celebrate his vacation by being more or less under the weather. As the time for opening of school draws near, however, he reports that he is regaining his usual health.

* * *

It is a matter worthy of consideration and considerable satisfaction to note how widely the graduates of '94 have distributed themselves in obtaining schools. Their success in this last particular is remarkable, but very few being unprovided with schools. In all fifteen counties now have teachers, who last year were students at B. S. N. S. Nothing local about the Bloomsburg Normal, is there?

* * *

The Scholarship Fund.

The following letter, sent by Principal Welsh to the President of the class of '93, needs no explanation. All future classes follow this example as '94 has done. It is a noble one.

BLOOMSBURG, PA., Aug. 20, 1894.

Mr. WM. BRAY, PRES. CLASS OF '93:

DEAR FRIEND:—I wish to sub-

mit to you as President of the class of '93, a report of the scholarship fund, left by your class in my charge.

Rec'd from your class treasurer .	$144.38
Rec'd during the year form a lady, who requested that her name be withheld and her contribution added to the scholarship fund, .	5.00
Total	$149.38

This sum was loaned to a young lady, a member of the Junior class, who failed, on account of sickness, to complete the Junior course. She is now at work earning money with which to replace this fund, so that it may be used again to help some other worthy student.

The example set by the class of '93 has been followed by the class of '94, which left $156.20 to be used in the same way and according to the same restrictions as those laid down by your class. I wish the sum in each instance could be made larger. It is as yet insufficient to cover the expenses of the Junior year. As the members of '93 have been unusually successful in getting schools, could not you and the secretary of your class agitate the matter and secure an addition to this sum, so that the fund and the state aid together would pay the entire expenses of the Junior year? It would then stand as a better example for other classes, and a still more worthy memorial of the largest class that was ever graduated from the Bloomsburg State Normal School.

* * *

Manual Training Convention.

The Manual Training Teachers' Association of America, which includes in its membership class room teachers of Manual Training from twenty-seven states, held it first annual meeting this summer, at Drexel Institute, Philadelphia. Prof. Geo. B. Kilborn, Supt. of Manual Training, Springfield, Mass. was president, and Geo. Robbins, of Frankfort, Ky. secretary. Every effort was made to get all the teachers acquainted at the first session. The second session was devoted exclusively to High School Manual Training. Other sessions were given to the work of lower grades.

All the papers showed thoughtful preparation. Special interest was centered in the one read by Mrs. Hardinia B. Powell, of Columbus, Miss. on the subject "Industrial Education in the South." A person could not listen to the papers without being impressed with the fact that drawing is an integral part of Manual Training. Models of entire courses were on exhibition during the week. Of these the most prominent were those of Springfield and Northampton, Mass., and Orange, N. J.

One evening was spent in inspecting the annual exhibit of the Central Manual Training School, of Philadelphia. The faculty of this school did all in its power to make the evening pleasant and profitable. J. A. Seville of Baltimore, was elected president for the ensuing year.

Prof. DeWitt was appointed on the committee to inquire into the Manual Training work done in the Normal Schools, Colleges and Universities, and report the same, together with suggestions, at the next annual meeting. His being appointed the representative of Pennsylvania to collect all information concerning the introduction of Manual Training in the schools of the state speaks well for the B. S. N. S.



The high grade of excellence reached by the Philos in their entertainmets during '94 will undoubtedly be maintained throughout '95. Many of the persons who did such good work that every entertainment was an instructive treat, were juniors and will return next year. With the largest number ever upon the rolls of any society in this school, Philo is ready to enter upon one of the most prosperous years of its history.

The sweet little poem, "The Absent Ones," appearing in the first number of the QUARTERLY, was written by Miss Earnest and misplaced through the printer's carelessness.

> Philos now their stand have taken,
> And with confidence unshaken,
> They will do their best to waken

the new students' minds to the immense advantage of joining a society like Philo.

> With their bright and happy faces,
> Shining like the seven Graces,
> They will show them that their place is

in Philo Society, where they will have an opportunity of taking part in the best of entertainments.

Philos should see that good and permanent markings are put upon their books in the school library. The present system of marking them, adopted by the school authorities is defective, since the little strips of leather with the name of the society upon them soon come off.

The oration given before the Alumni Association by Mr. P. L. Drum, a staunch Philo of the class of '93, was well given and contained many good ideas concerning the noble Red Man. Most people think that the best plan of converting the child-like Indian from his primeval life and desire of ruining manufacturers of hair restorers through his well known ability to raise hair, is to transport him to the evergreen shore. The different plans proposed by these people are various. Some advocate letting sunlight through the trustful Indian's intellect by means of the useful six-shooter. Some that the best method is found in placing the Indian on a narrow platform several feet from the ground, so arranged that the platform may be removed, allowing the Indian to remain suspended by the neck to an overhanging beam, engaged in the misty mazes of his particular tribe's most expressive war dance. Mr. Drum's opinion differs from all these, however. He advocates placing the Indian in a school, and give him a chance to redeem himself. He needs redeeming. At the present time he will scarcely pass anywhere, even with the government stamp upon his blanket. He should be worked over into new coin with less alloy.

As the time for Philo reunion draws near it is to be hoped that the members will not give up the opportunity of being greatly helped themselves, and raising the Society in the estimation of all, by hiring professional entertainers. If any of the society work is beneficial, this ought to be especially so, while a good short drama is enjoyed by the audience as much as anything the societies can put before it. Those who object to a drama or entertainment of any sort by the members of the Society, claim that the few who can take part, do not represent the Society as a whole. Was there ever a society, school or organization of any kind that could not be well represented by a few of its members? Class day exercises do not include the whole class, neither does Commencement Day. Yet there can be no objection because they do not represent the class.

With this number of the QUARTERLY ends the work of the present Philo staff. There is cause for rejoicing for all. Now our natural inborn laziness will have more room to work in, that is, less work to do, while the readers of this precious collection of bon mots and what nots may expect something better from the succeeding staff.

In Vacation.

Every trade and every profession is beset with difficulties to a greater or less degree. Even the path of the editor is sometimes thorny and just now we find ourselves in a rather embarrassing position, being called upon to produce a page of society news in the midst of vacation, when there is no sciety and news.

But few of the students visit Bloomsburg during the summer months, and they surely do not realize what a "vast wilderness" the school becomes at their departure, and what perfect repose settles down upon the hill as the last load of trunks passes down Main Street. Then it is that the house-cleaner, she of the spattered dress and worn out scrub brush, is "monarch of all see surveys." Her presence is all that graces Philo Hall, and apart from the noise of her invasion, for two months those walls, which have resounded to oratory that would astonish a Daniel Webster, are wrapped in the resistless eloquence of silence.

Everyone misses the students. Even the proprietors of our bakery, confectionery and grocery stores sigh for the return of the Normal girl,—Philos being at a premium,—and we can assure those who return this fall that Bloomsburg, though she may not make any great demonstration, or send the band to meet them at the station is heartily, glad to see them.

And now just a word to the new student; while making other good resolutions, preparatory to leaving home, make up your mind that you will join one of the literary societies, and be a worker in it. You will be fully repaid, both in the knowledge thus gained and in the pleasure it affords. "A word to the wise is sufficient."

September 3, 1893.

Merrily ringeth the Normal bell,
A joyous and happy strain,
And out to the breezes the tidings tell
That the students have come again,
That another family of children dear
Has in through her portals stepped,
And gladder her voice and tone appear,
For the months she has silent kept.

Thoughtfully ringeth the Normal bell,
As she looks on the great swift change.
Where are the faces she knew so well?
And whose are these faces strange?
For many are new, and so few known,
That she sadly speaks in song:
Scarce will my charm 'round these be thrown,
Till they too, from my sound, be gone.

Mournfully ringeth the Normal bell,
And it changes its tidings gay,
As it sobs in its tower a dreary knell
For the ones who have gone for aye.
For some return, from afar or near,
After they for awhile have gone,
But many again will never hear
The sound of her tender song.

Hopefully ringeth the Normal bell,
As in echoes its accents die,
For she knows the story she had to tell
To the students who passed her by,
Was full of purity, truth and right,
That could keep them from many a wrong.
They'll be held, perhaps, from the tempter's might,
By the memory of her dear song.

S. R. E.



As this is the last issue of the QUARTERLY in which we will officiate as editor for the Callie department, we respectfully tender the editorial chair to our successor, whoever it may be. With it goes our most hearty wishes for the success of the QUARTERLY, and the Callie department in particular, and we hope to soon see it occupy a prominent place among the school journals of the land.

* * *

THE plan adopted by the Societies for collecting dues, namely, through the office, proved to be beneficial to the Societies from a financial standpoint. Many students, who, either from carelessness or otherwise, fell back in the payment of their dues, were helped out of their difficulty by this plan. Collecting society dues has always been a sort of "white elephant" on the Societies hands. This, we must say, is not a very creditable fact. Any person who belongs to an organization and receives his or her share of benefits therefrom, should be willing to contribute to the sustenance of the Society. We cannot expect to receive something for nothing. If we wish to reap a harvest we must sow seed and nourish its growth. The same applies to literary societies.

* * *

THERE is no greater advantage offered, and, we might add, none so little accepted, by our literary societies than the society journal.

To know a thing means something, but to be able to impart what you know to others, that they may be benefitted thereby, is something greater.

The age we live in is an age of diffusion of knowledge, and unless you can contribute your share to the work, you are sadly out of place and will be compelled to take your position in the rear line in this march of progress. If you wish to march in the van guard you must distinguish yourself by your work. Of all the prominent men of the day, nine-tenths of them have won their laurels with the pen. This is the might swaying force of the age. If you would carve a name for yourself, you must school yourself to wield the pen effectively. This is the reason we advocate the use of the Society journal. It may seem to be a small place to begin, but small beginnings beget great things. Many, very many of our prominent writers of to-day owe their success to just such small beginnings as these.

* * *

THE coming fall term will witness a new state of affairs in the workings of both literary societies at the Normal. Heretofore, each Society has carried on its literary work, independently of the other, and the results obtained have not been as satisfactory as desired.

After considerable discussion they have come to the conclusion that "in union there is strength," and accordingly, have laid

plans for their future work. Committees have been appointed by both Societies to work in conjunction with a committee of the Faculty, for the purpose of arranging the literary work for the coming year.

Contests will be gotten up between the Societies in which prizes will be offered to the students making the best showing. These contests will consist of debates, poems, essays, etc., and will be held at regular intervals throughout the year.

This is a valuable move in the right direction and will, no doubt, create a great interest in society work. We hope both Societies will do their utmost to help it along and make a success of it.

* * *

Now as the new term begins, the usual scrimmage between the two Societies to induce new students to join their respective societies will take place. Of course all possible influence will be brought to bear upon the students by society workers, who leave nothing undone to accomplish their end. Right in connection with this we would like to say a few words regarding the tactics employed by some unscrupulous members of both Societies.

When talking to new students do not tell them that your Society is better than the other. Tell them the object your Society aims at, and show them to what degree you have accomplished this object in the past years. Let the other Society advertise its own wares. If you can say a good word for it, say it; if you cannot, or will not, at least say nothing ill of it. It is poor policy to build your fortunes at the expense of your neighbor, and especially if you do it by unfair means.

Do not boast, as we have known students to do, that you have the best talent in your Society. Exhibit your goods and let the new students judge their value for themselves, you know there is an old proverb, "self praise, etc.," which loses none of its truth with age. People are always better satisfied by seeing things for themselves than by hearing them from others.

Invite the students to your exercises and try to impress them with the goodness and ability of your Society there. Do not try to catch them by praising yourselves and casting reflection upon your sister Society. This is not the healthy spirit that should prevail in societies of this kind.

We have known Society members to try to induce students to join their Society by bringing up questions of religious views, saying one Society was dominated over by this or that religious sect. This is the smallest kind of business and should be met with the contempt it justly deserves. No clean hearted Christian would think of using such arguments to further his own ends. It is simply abominable, and we doubt if the Normal faculty would tolerate such business for an instant did they know of it. Still, we have known it to have been done, but hope our future Societies will abstain from all such unwholesome means of building up their organization.

* * *

At a special meeting of our Society, held during commencement week, the following officers were elected for the beginning of the coming year: President, Mr. Abel Price; Vice-President, Mr. C. M. Stauffer; Secretary, Miss Katie Kearney; Assistant Secretary, Miss Alice Mahon; Treasurer, Mr. Fred. Magdeburg; Marshal, Mr. Douglass Stevens. The list includes some of our most active society workers of last year, and we predict great results from their administration

Y. M. C. A.

Northfield! Ho!

The World's Student Conference at Northfield, Mass. held at the invitation of Mr. D. L. Moody, and under the direction of the International Committee of the Young Men's Christian Association, was a—a—a—, well that's what we are about to explain. This year some five hundred young men representing almost every college and school in the east and south, were quartered around the beautiful home of the noted evangelist, Mr. Moody. The purpose of this annual gathering is to bring the student delegates in close touch with men who have power with God, as Mr. Moody, Dr. Torry, Dr. Pearson, Dr. Mc Kenzie, Dr. Mabil, Bishop Thoburn and others. The fall campaign of the Y. M. C. A.'s in the different schools, is thoroughly discussed, and each delegate returns to his field of labor brim full of zeal and energy for the work before him. He is, as the raw recruit, who has just enlisted in the service but not yet prepared and armed for battle. It is here that the beautiful truths in the Bible are opened up to him by men filled with the Holy Ghost, and he takes the Helmet of Salvation, the Shield of Faith, and learns how to wield the Sword of the Spirit which is the Word of God. It is then and not until then that he realizes the vastness of the field before him in his daily life in school. Our band of five young men feel that they, through the influence of the conference, have been blessed more both spiritually and intellectually than ever before in life, and through the Guidance of the Holy Spirit, expect to see many souls turn to the Savious during our fall campaign. Reader, if you would have success in life, keep this text in view, "Seek ye first the Kingdom of God, and His righteousness and all other things, shall be added unto you."

Y. W. C. A.

This department of the school work was represented by four young lady delegates to the Northfield Convention of the Y. W. C. A. Unfortunately no report of this delegation has reached us in time for publication, but it will be published in our next issue.

Athletic,

Before the close of the year much interest began to be shown in the football prospects for the coming fall term. Since copies of this issue of the QUARTERLY are apt to fall into the hands of many who are prospective candidates for the team, and many more, upon whose support, moral and financial, the team must rely, it may not be amiss to venture a few suggestions as to what is essential to a successful foot ball team. It seems to be a very common opinion among those of limited experience that, given a certain number of pounds of raw bone and muscle, (in popular slang "beef") plus a leather covered ball and some dirty jackets, you have a foot ball team. The absurdity of this notion has been demonstrated hundreds of times, but never so clearly for us as in our last year's Thanksgiving Day game, when our light but trained team defeated almost twice its weight of unskilled brawn.

In the first place, the team, if it is to be successful, must have the enthusiastic support of the school as a unit—trustees, alumni, faculty and every student. No very successful athletic team has ever been created which has not been backed by the enthusiasm of the entire college or school represented. The victorious Yale teams are the product of careful selection of material, good training and unbounded college

enthusiasm, and of these the latter factor is by no means the least significant. Had Harvard had the moral support given to Yale at Springfield last year, who will say that victory might not have been carried off on the banners of the crimson instead of on the blue.

Again, given good material, of which we promise to have a fair share this fall, we must not forget for a single moment, the importance of systematic training. To us, to whom athletics are still comparatively new, it is necessary to emphasize this latter element. We should have a training table, where only those articles of diet which tend to build up the body should be served, and those things which only please the palate and burden the stomach should be carefully guarded against. Then there must be daily systematic practice and drill. This is imperative for two reasons. First, that we may acquire the necessary endurance, and secondly, that we may become perfectly familiar with every detail of the game and be fitted to enter into its spirit thoroughly.

With careful heed given to these few important matters, there can be no doubt as to the success of our foot ball efforts during the ensuing season.

Normal Cyclists on a Tour.

Long before the last recitations of last term had been heard and the diplomas handed round, Profs. Cope, Dennis and Detwiler had arranged to celebrate the opening of vacation with a short leisurely bicycle tour. Accordingly on Saturday morning, June 30, the trio wheeled out of Bloomsburg, and within an hour sighted the steeples of Danville, where the first dismount (that is the first intentional one) was made and the first soda fountain raided. A leisurely ride of a few more hours took them to Northumberland and into the important borough of Selinsgrove. Of course, a journey through Selinsgrove implied visits to our genial Prof. Noetling and our friend, Chas. G. Hendricks. The party were entertained for a half hour at the house of the former, at the home of the latter, found a sumptuous dinner in waiting for them, to which, it is reported, they did ample justice.

At three p. m. the journey down along the river was resumed. The ride from Selinsgrove to Harrisburg furnished an almost endless succession of pleasant surprises in the way of natural scenery. Here ridge after ridge of the Appalachian system are cut by the wide, shallow river, forming now steep bluffs which form the river's bank, and again gradual inclines, which slope gently down to the water's edge. Far in the distance from many points of view are to be seen almost all the varieties of mountain formation. In one direction long, unbroken ridges present themselves to view, in another a promiscuous tangle of massive hills thrown up apparently without order or design. The wheelman has the advantage over the denizen of the railway car. When some beautiful panorama of nature spreads out before the eye of the former, he dismounts, takes off his cap, and only proceeds after he has drunk deep from nature's reservoirs. The occupant of the railway car catches only a glimpse and is hurried on to new scenes.

But to go back, evening brought the dusty and somewhat worn travelers to a little river town known as New Buffalo, where, in lack of a hotel, they found such private accommodations as the town afforded, and the next morning started for Harrisburg, then about twenty miles distant. After a pleasant morning ride of somewhat more than two hours, they rolled into Pennsylvania's capital. Here Prof. Cope

found it necessary to take advantage of a more rapid mode of travel and took a train for home. The remaining members of the party reached Lancaster on the evening of the second day, July 1st, and Collamer, Chester county, by noon of the second where they spent the afternoon and evening as guests at the home of Mr. and Miss Foulk. On Tuesday, July 3d, Media was reached and the day spent at the sessions of the State Teachers' Association. On July 4th, the tourists proceeded to Ironbridge, and on the fifth to Hatboro, Pa., the terminus of the trip, having covered in in all 209 miles.

Gymnasium Notes

In spite of the fact that our gymnasium is brand new, improvements are in order and some changes have been made this summer which will add materially to the comfort of the students and the efficiency of the department. Several new pieces of apparatus have been added, notably a first-class set of parallel bars, a medicine ball and all the necessary equipment for pole vaulting. An instruction office in one corner will prove a convenience to all.

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New cement has put down in the locker rooms in such a manner that the dampness will no longer manifest itself as previously, and two new shower baths have been put in on the boys' side.

* * *

Arrangements are now being made for the construction of the bowling alleys, for which room was made when the new building was put up, and they will probably be ready for use by thanksgiving.

* * *

Members of the town class will be interested to learn that season tickets can be obtained, good the entire year from Sept. 15th to June 1st, for only $7. If tickets are purchased for the term, the expense for the same length of time will be as before, $9.

Miscellaneous.

A Wonderful Growth.

We are informed by Principal Welsh just before going to press, that the prospects for the coming year were never so bright as now. There will be an increase (if indications indicate anything) of nearly 33⅓ per cent over the attendance a year ago. The great improvements made and the care taken in the selection of the faculty, together with the additions made to the equipment of the school, have inspired the confidence of the public. People always know a good thing when they see it, and they are beginning to understand that in education, just as in other matters, the best is cheapest.

Just Think Of It.

The following, clipped from the *Bloomsburg Daily*, ought to set some of the people who live near the school to thinking:

Why do so many young people in and around Bloomsburg let the advantages offered here go by, when $17 a year pays for tuition for the last two years of the course after deuducting the State aid.

Teachers can complete the Junior course by attending a succession of spring terms. Anyone able to pass the Junior examination in June, and finish the course in one year, gets $71 State aid, which is $8 more than enough to pay tuition of that year.

Young men and women do you understand? These advantages are for you. They have been furnished by the State of Pennsylvania at great expense, that you might have no excuse for not making the most of yourselves.

Food for Thought and for An Army.

The Chinese have ordered from an American house 500,000 pounds of corned beef in tins for army supplies. The Japa-

nese have contracted for 1,000,000 bouillon capsules from a Jersey City company. These capsules are substitutes for solid food. Each capsule contains enough nutriment for a cup of bouillon of one pound of beef in strength. They are very light, and can be packed so that one soldier can carry rations to last him for six months. The characteristics of the two nations are well illustrated by these different orders. The Japanese are intelligent and quick to adopt new methods of other countries, while the Chinese stick to the old ways and regard with suspicion any departure from time honored customs. In the contest between the two nations the sympathy of civilization is with Japan.

Sensible Spelling.

"In these days of universal progress and rapid movement why is the time of schoolgoers wasted on the thousands of trivial irregularities allowed to beset English spelling? is an unanswerable question asked by a *New York Tribune* correspondent. Only from the mere pedantry of teachers and foolish fashion in society is the explanation. If such vexatious crookednesses were more disregarded, the English language would soon become of universal use and English pupils could more generally make large and useful educational attainments. If a logical youth chooses to take up the habit of writing wil, shal, hav, tho, enuf, plow, bizness, giv, etc., it is a matter for commendation and encouragement by all sensible elders. The young man can show and prove his school accomplishments in a hundred other and better ways, and will be a good model for others to imitate in his sensible spelling. Only in such a way can the greatly needed reform of English spelling be brought about. Let there, at least, be a beginning in this, our day. Publishers and others who stand above criticism in such matters, can afford to favor it, and should be patriotic enough to do so."—*Exchange.*

The following, clipped from *The Zephyr*, a paper published in Waynesboro, Franklin county, Pa. is refreshing to say the least:

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What a commotion there is inside a loaf of bread when the "leaven" begins to work! It necessitates a big struggle to do the work required to make bread out of the dough Be patient therefore, when you see the "leaven of a new idea" at work in a man or in a community. It will not stop in spite of all the opposition. Somebody will be made better by it.—*Rural New Yorker.*

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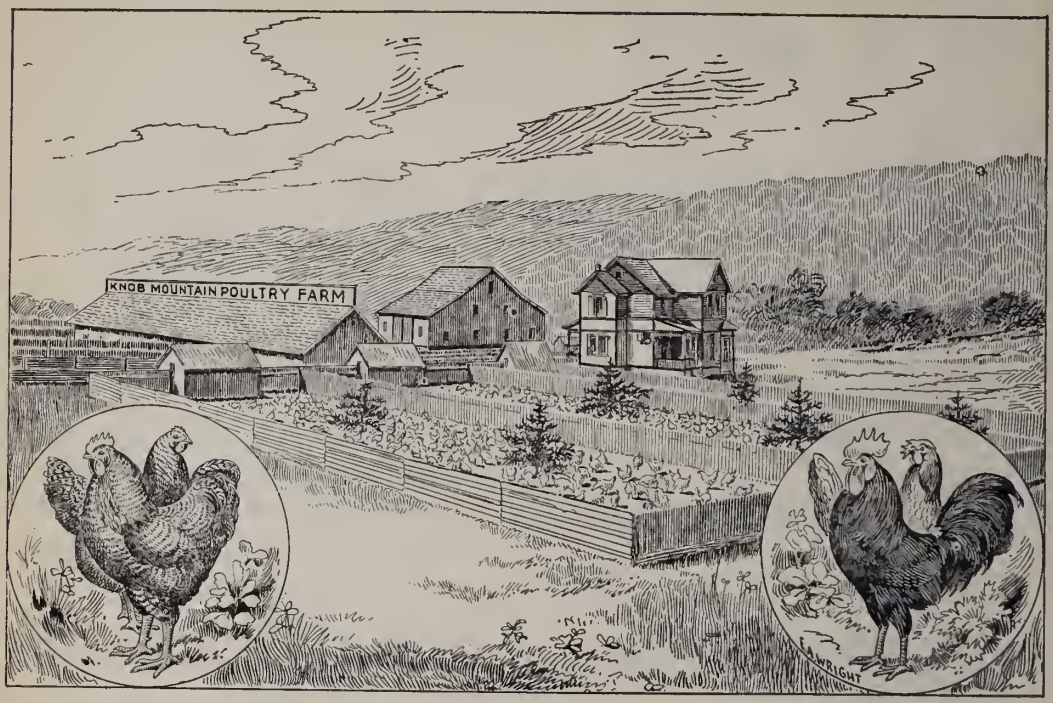
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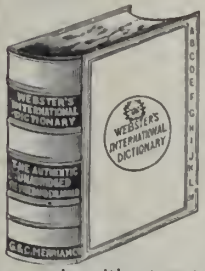
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DECEMBER, 1894.

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VOL. I. DECEMBER, 1894. NO. 4.

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With No. 4, the first volume of the B. S. N. S. Quarterly is complete. Started as an experiment, with some misgivings as to what the future had in store, it has, from the outset, met with the approval and hearty support of the students, alumni and friends of the school. Its subscription list has steadily increased and now numbers old Normalites all over our broad land and in foreign countries as well.

Some changes in the editorial staff have been made necessary by the graduation of some of last years editors and it is believed that the new board will represent all the interests of the school. The plans for the coming year include many improvements to the paper and it is hoped that our readers will help us to make the Quarterly what it should be. With this number many subscriptions will fall due and we trust that the renewals may be prompt, thereby showing that our efforts in behalf of those interested in old Normal have been appreciated.

As it is probable that this number of the Quarterly may be read by many who are not familiar with Normal School life, it may not be out of place to give a brief outline of some of the characteristic features of the busy current of life in our big family on Normal hill. In the first place, the idea that many people have of a boarding school, that it is a "great big" place where one is merely a unit in a crowd, in the process of being run through a remorseless machine of routine, is not correct. The buildings on Normal hill are large, it is true, and can accommodate many a student, but here the resemblance ceases. We have here, to a degree that few other schools enjoy, a feeling of fellowship and hearty co-operation between faculty and students. The school is one great family with a common end, self improvement, in view and to that end,

all other things are subservient. The multitudinous rules and restrictions found in many schools are here replaced by the rules of conduct observed in one's own home, an obligation to be always gentlemanly and ladylike and to have proper consideration for the rights of others. On these essentials the customs and regulations of the School are based.

Students do not always understand the attitude of their teachers toward them, but in the natural and unconstrained relations existing between teachers and students at B. S. N. S. such misunderstandings are hardly possible. The stiff, formal, life of the boarding schools of days gone by has lost its stiffness and its formality and only the healthy life remains. Old Normal is a place for hard work, if you please, but for hard work that has for its incentive a common interest in the big family old Normal guards so well.

Pedagogical.

Methods of Primary Reading.

Introductory Remarks Reading is thinking, not word-calling. No child can read faster than it can think, hence slow thinkers are slow readers—slow in learning to read. Slow pupils and quick pupils should not be classed together in school work. A pupil may, too, be slower in one subject than in another. All the organs and parts of a child's body do not grow and develop with equal rapidity. While some parts are almost at a stand-still, others are advancing. Marked differences in both mental and physical development are found even in the members of the same family. Some children grow at a regular rate in height, or seem to do so, until full stature has been reached; others grow for a while, then a period of arrest sets in, or sometimes several such periods occur, before the whole stature has been attained.

Some persons attain their full height much later than others. It must not however be supposed that all growth shares the halt of height. As before stated, while some parts or organs seem to rest, others are developing. The different parts of the brain do not in all individuals complete their growth together; hence the differences of mental development in children. Some learn rapidly in everything, others enough so in perhaps in one or two subjects, but slowly in others, while those of a third class are slow in everything.

Heredity, too, is not an insignificant factor in mental growth. This fact is however usually overlooked when children's progress is under consideration. Age alone is supposed to be the proper gauge. Few parents, no matter how slow or dull their children may be, are willing to admit that they are inferior in mental grasp to the best. This is ignorance that it is difficult to dispel. Improbable as it may appear, this ignorance is not confined to parents, but too many teachers seem incapable of understanding why all the pupils of the same age or class do not make the same progress. It is not an unusual thing to hear teachers ask, "How much arithmetic should a child of eight years, for example, known? How well should it be able to read? How many words should it be able to spell? How well should it be able to write?" Would it show much less knowledge of child psychology and of pedagogics to ask how tall such a child should be; how much it should measure across the shoulders; what length of arms and fingers it should have; what it should weigh; how fast it should be able to talk, walk, or run?

What can be expected of the average parent in a subject of which teachers are so

innocent! Parents, indeed, are excusable; they have enough on their hands if they keep up with the progress of their own vocation; but what palliation can teachers claim for ignorance in a subject of such vital importance to the intelligent prosecution of their calling as that of the relation of physical to mental developement?

If every child of the same age does not advance with equal step, the blame is placed to the credit of the teacher, the method, or the superintendant. Yet every person who has had opportunities to observe the progress of children during their early school years, cannot have failed to notice marked differences in their advancement, some learning as much in one year as others in three or four.

Differences in the rate of development are not limited to the early years of life. The same thing is found in persons of mature years. It is true that sometimes two or more are found of at least seemingly equal mental penetration and physical skill, but these do not constitute the rule; they are the exceptions. The rule is difference, variety; and it is high time that both teachers and parents take note of it, and stop expecting impossibilities—stop forcibly distorting nature by trying to make levels where no conditions have been provided for them.

The study of child nature is a comparatively new subject in this country, but, judging from the results of the investigations which have already been made, its future is full of promise for the teaching profession, especially for that of the primary grades.

The Alphabetic Method.

J. G. Fitch, an English writer on education and teaching, in speaking of teaching the beginnings of reading, says: "One of the first difficulties with which we are confronted is the fact that our language presents so many orthographical and phonetic anomalies. In this respect it differs notably from French, in which there are comparatively few, from Germany in which there are fewer, and from Italian, in which there are scarcely any. We all know that ours is a composite speech, a congiomerate of many languages; that portion of it which was spoken before it was written—the purely English portion and the earlier derivatives from Latin and from Norman French—is full of queer and capricious spelling. One of the first difficulties to be surmounted is our anomalous alphabet. It would be easy to show that it has every fault that an alphabet can have. A perfect alphabet should, it may well be urged, have a single and fixed character for every single and indivisible elementary sound. It should have such compound characters for composite or diphthongal sounds as would indicate clearly the elements of which they are composed. It should also have similar characters for analogous or related sounds. Nothing is easier than to lay down these conditions, and to see that our alphabet violates every one of them. It is at the same time redundant and defective. It has not enough characters, and those which it has it does not make the best of."

Teachers of English must take the language as they find it and discover devices for bridging over its anomalies.

A number of methods for teaching the beginnings of reading has from time to time been devised, but all of them may be divided into two classes, arbitrary and philosophical, or synthetic and analytic. The order in which they will be presented in these articles is as nearly as possible that in which they were published.

The Alphabetic. This ancient method, of which Dr. Stanley Hall says, "Just when

or by whom the school device of telling off the independent names of letters as a key to the spoken word (or spelling) was hit upon, is unknown. Of course, d-o-g really spells deogee, and not dog, any more than delta, omicron, gamma, does. Arbitrary in itself, spelling has naturally associated itself with harsh methods of teaching. An old poem tells of a teacher and a pupil who undertook to settle the spelling of a word by a fight, in which the teacher was killed; and a Greek comedian, Kallias, wrote a letter tragedy. Yet the method had almost universal currency, despite much opposition and ridicule, down to the Reformation, and in most non-Teutonic lands still maintains its supremacy."

A leading English writer on methods of teaching reading says of the a-b-c method: "It is true that the dullest teacher can build up every word, regular or irregular, out of single letters, and teach children to read, but at what an expense of wasted time and intelligence! Every word, which should be learned by the eye more than by the ear, is presented to the ear by a series of sounds, which contradict the resulting sounds. The greatest proof of a child's faith in its teacher is the touching confidence with which it declares its belief that 'double-u aitch-i see-aitch' spells witch, or rather 'wi (t) ch?'"

More than thirty years ago, Dr. Alfred Holbrook said, in Normal Methods of Teaching, "The common or a-b-c method of teaching the alphabet is as serious an obstacle as can well be devised in the way of the child, to hinder his progress and render instruction repulsive; yet millions have lived through it in spite of all the horrors of the passage. * * * After the child has learned to call the twenty-six shapeless characters by their meaningless names, he is worse off than before, so far as use is concerned. These names only mislead him as to the true power of the letters, and are constantly in his way in finding out the sounds of any of them in any of their combinations."

Nearly fifty years ago, Horace Mann, after visiting the schools of Germany, said in his report to the Massachusetts Board of Education, concerning the alphabetic method: "If the child is bright, the time which passes while he recites is the only part of the day when he does not think. Not a single faculty of the mind is occupied except that of imitating sounds; and even the number of these imitations amounts only to twenty-six. A parrot or an idiot could do the same thing."

Dr. Stanley Hall says, "This method was forbidden by law in Prussia in 1872, and several other States have since followed."

This primitive method of teaching pronunciation (not reading), notwithstanding its objectionable features, which have long been recognized, in its day, when no better was known, served a good purpose. The majority of the present adult population in all English speaking countries was taught by this method. But its day has passed, and the device should years ago have been quietly shelved among antiquities. It belongs to the period when the multiplication table was memorized, problems solved by rules, rules applied to parsing, and sentences diagrammed.

It is useless to contend that pronunciation cannot be taught by this method; for it has too long proved its claim. It is not however, as many suppose, by the names of the letters that the pronunciation of words is discovered, but by the unconscious association of sounds or powers with the letters.

Violating well recognized principles of psychology and pedagogics, this method has been discarded by all competent teachers. Since it requires no special intelli-

gence or preparation to follow it, it is here and there still used both by incompetent and by lazy teachers, who prefer an easy going, treadmill process, unconscious of its baneful effects upon the children's minds.

The Word Method.

With whom this method originated, or whether it originated with several persons, neither knowing anything of the other, is not known. If my memory is not at fault, there was a statement in the Pennsylvania School Journal some years ago that the method had been used by a teacher in the Keystone State as early as 1824. But the credit both of discovering and publishing the method is by general agreement believed to belong to J. Russell Webb, a teacher at the time (1846) at Watertown, New York.

This method begins with reading, not like the alphabetic, with spelling and pronunciation. As its name implies, it begins with words. The child comes to school with a considerable vocabulary, which it has learned in the natural way, by associating the names of objects, qualities, and actions with the objects, qualities, and actions themselves. Not only has it a large stock of words thus in store, but, more than this, the idioms necessary to express its thoughts in the sphere of life in which it moves. It has acquired thoughts as fast as it needed them; no faster. It has not been required to lay in-stock a number of incomprehensible thoughts and expressions that might come into use later on. The thoughts it has it expresses in spoken words. It understands the thoughts of others when spoken, and when within the limits of its experience. It is natural for it to speak its thoughts and to comprehend those of others when spoken. A spoken word is a representative of an idea, of a thought process, and when heard, to be apperceived, must create, or call into consciousness, its appropriate concept.

Before entering school the child learned to associate the names of things with the things themselves; in other words, it learned the names of things, and when it heard the names, it pictured to itself the things for which they stand. Upon entering school this process is simply extended; it now associates the name with the written or printed word, and either calls up the other, if the association is complete. Now the visible word also calls into consciousness the idea or concept, and thus there is scarcely a break in the natural way of learning. This method accords, too, with the well recognized pedagogic principle, not to add difficulties to those which the child necessarily meets.

As will be seen by those versed in the study of mental activities, this method is strictly psychological. It is natural to go from the spoken word to the written; it is going directly and in the most direct way to the end aimed at, namely, reading. No matter by what method the first steps in reading are taught, it must ultimately come to words. This being incontrovertible, it follows that it is logically as well as pedagogically correct to begin with them.

James S. Hughes, Inspector of Schools, Toronto, Canada, says: "It is quite true that visible language is, like real language, the expression of thought; but reading is the recognition, not the expression, of thought. In reading, the idea is received through the word, not the word from the idea, and so we must begin with the word instead of ending with it. Of course, we cannot get an idea from a word unless we had the idea before, and had it in association with the word used. Words do not create ideas in the minds of children learning to read, they recall ideas already in

their minds; and the process of reading consists in looking at words and recognizing through them the mental pictures they represent. This is true of words, of sentences, of chapters, and of books. * * *

The teacher's first aim should be to make word-recognition automatic. When word-recognition has become automatic, the child can give his full mental power to thought-recognition. So long as any part of his attention is given to word-recognition, he cannot give his whole mind to thought-recognition. The power to recognize words automatically should be developed, as all power is developed, by the repetition of the necessary process, slowly and consciously at first, but with increasing rapidity until it becomes automatic."

The word-method, though not a spelling method, nevertheless teaches spelling through the eye, by writing. The teachers who use the word-method require all the early reading lessons to be copied in order to impress the words upon the minds of the pupils, and this at the same time teaches spelling. Besides this, as soon as it is believed not to confuse the pupils and to hinder their reading, words from their reading lessons are dictated to them to be written and also spelled orally.

To those who have had no experience in the use of the pure word-method, it seems as if children taught by this method could never learn to help themselves to the pronunciation of words; yet they do. Give them interesting matter to read and they will work their way through it. They notice resemblances of word-formations and of corresponding sounds, or pronunciation, It is however true that this, when used alone, fails to furnish a direct clue to pronunciation.

(TO BE CONTINUED).

"Man is the only fit subject for education. We often speak, it is true, of the education of plants and animals; but even when we do so, we applyother expressions, as 'raising,' 'breaking,' 'breading' and 'training,' in order to distinguish it from the education of man. 'Training' consists in producing in an animal, either by pain or pleasure of the senses, an activity of which, it is true, he is capable, but which he never would have developed if left to himself. On the other hand, it is the nature of education only to assist in the producing that which the subject would strive most earnestly to develop for himself, if he had a clear idea of himself"—*Rosenkrauz, in Philosophy of Education.*

"Whatever strongly excites the mind, or presents itself when the mind is under strong excitement, makes a lasting impression. If curiosity is strongly excited about a thing, it readily fixes itself in the mind. Frequent repetition is, as every one knows, a common way of fixing a thing in the memory. Hence in proportion as we exercise or cultivate any form of activity, we strengthen and improve the memory of it; that is to say, we multiply deeper and render more distinct the material traces on which the memory of it depends."—*Kay, in Memory.*

"The lesson is not something to be merely recited, but a subject, or subjects, to be studied and investigated to which the pupil is to give his best thought and best powers, that when the hour of recitation comes he may be prepared to take an intelligent part in the discussion.

"First of all, he must learn to think, and to express himself in a clear, systematic, and logical way; to adduce facts to sustain his opinions; to be ready with crayon, metaphor, or incident to illustrate his argu-

ment. His mental powers must be aroused, quickened, disciplined, and strengthened for future use, and for those ends the oral recitation presents the best, if not the only, efficient means. * * *

"The recitation should be oral, instinct with life, and full of interest, with an occasional examination, written briefly, carefully, and correctly, with all the elements of a written exercise carefully noted and corrected.

"So important a part does the recitation, under the skillful teacher, play in the school economy, that in comparison, as it seems to me, the written examination is nowhere; and I am coming more and more to the opinion that a pupil who has acquitted himself with credit in the daily recitations should pass on to the next grade unquestioned, despite any failure in the stated written examination of his class; that a class which has shown itself qualified for the work of the grade, should, on its completion, be passed to the next grade without the test examination."—*Howland's Practical Hints for Teachers.*

"What is meant by perception? By apperception? What is the difference between perception and apperception? Is it possible to have perception without apperception? Upon what does accuracy of knowledge depend? Why does an adult gain a much richer perception of an object than an inexperienced child? How is perception enriched through apperception?" —*Educational Foundations.*

The Individual and General Notion.

Awakening consciousness in the new born babe, is but the proof or manifestation that there exist in the child the powers or avenues through which in future development, all knowledge comes. Each new day in the life of the little one is a revelation, is a day of great possibilities with the guardian of the child as well as for the child itself. Without correct, definite individual notions or percepts there can be for the child no clear concepts, and clear concepts in their fulness, is but another way of saying that *one knows.* Therefore we conclude that the clearer the percept the clearer the individual notion; and the fuller the concept the more comprehensive the general notion. Herein lies a great principle.

All real knowing is based upon the concrete that; is, all that has ever been known by the most profound, the most abstract reasoning, had for its beginning, somewhere a foundation in the concrete. Upon correct sensing depends all the future possibility of the mind's strength or development.

Some one has said that to "Unsense the mind, and to unself the will is one of the greatest problems of educatiou"

Apperception Defined.

Apperception is the taking of fully conceived, related predicates or notions, and expanding them into fuller, richer, and far more comprehensive ideas or appreciation of the content of any object presented to the mind.

A child sees for the first time, a lion. If he had never before seen anything, that is, any animal belonging to the cat family, he would have had no previous notions of the habits, qualities and characteristics of this lion, and would therefore be unable to bring this new member into the content of his previous experience, but if there had come into his life before a *full* knowledge of a cat and of various other members of the cat family, then this lion, this new member of this great family would be quickly and easily generalized and the new predicate, that is, this new animal,

would have found its proper place in the child's comprehension or appreciation of this family of animals.

Apperception then, seems to be a completeness, a fulness of knowledge.

It dees not mean gathering facts simply, but rather an intimate and working knowledge of the relation, the dependence and the interdependence of each and every predicate or truth learned, and the ability to use all these past predicates in the getting of new truth.

The more we enlarge the content of a word the more we enrich the meaning, or the fuller we make the apperception; and likewise, the more we narrow the extent of a word the fuller or richer becomes the content of the notion. The word *flower*, therefore, is full, that is, broad in extent and meagre in its content, while the phrase, "*a beautiful red rose*," is narrow in its extent and broad in its content.

Education in the South.

During the months of the past five summers it has been my privilege to do some educational work in the South—to have charge of the several Institutes of the northwestern counties of South Carolina, and to visit some of the more prominent institutions of that sunny Southerland.

I am asked now to put down a few recollections of the development and progress of the southern country educationally.

To compare the standing of the public schools, as I learned it from teachers, school officers, and from personal observation, is hardly possible; and to contrast them with ours is hardly fair, because of the greater opportunities we have enjoyed than they. And this matter of lesser opportunities as applied to the South, leads me to remark that we of the northern states, are quite apt to talk very glibly of the "*South*" with reference to her responsibilities in the Civil War. We speak, I fear, without a knowlekge of the *motives* that prompted her people to war. We speak what we do not know, when we say that they were a people without a cause One needs indeed to see that land, to meet their people, to sit at their hospitable board, to ride with them over their beautiful and bountiful country, and to hear from their own lips expressions of loyalty to the old flag devotion for a new reunited government, before they condemn their people as being the only guilty ones in the "*late unpleasantness*."

But to return to our subject. In the county of Anderson, in the northwestern part of South Carolina, there are about eighty-five white, and fully as many colored, teachers.

These, of course, stand very decidedly for the number of schools of each race; for the mixing of "*color*" in educational affairs is there unheard of. The proportion of white and colored teachers is also about the same in Oconee and Spartanburg counties. In almost all of the smaller and in many of the larger towns there are no graded public schools. There are however, many well ordered private schools, perhaps the greatest error in which is that of keeping the sexes separated; for so far as I know, the great majority of private schools are advertised as "*girls*," or "*boys*" schools.

On account of the "*race proplem*," the School Commissioners (corresponding to our County Superintendents) are obliged, in many counties, to hold two institutes, one for the white and another for the colored teachers. Institutes however are of so recent origin and so largely maintained by the voluntary contributions of the teachers and School Commissioners, that there have been held very few colored teacher's insti-

tutes. And when we are told of the very small salaries paid to teachers and Superintendents—the latter ranging from two hundred to five hundred dollars per year—we come to realize that the deep interest in education in the South is largely a matter of earnest devotion to the cause, and of a deep realization of the imperative needs of this country.

Anderson County, in 1894, held its sixth County Institute; four of which I have attended. Spartanburg County held the same year, its ninth, and Oconee County held its third.

I have been permitted to do institute work in several states, and in some thirty-five counties of our own state, and while it is perhaps true that in Pennsylvania, Indiana, Nebraska, and to some extent in Maryland, there is much more manifest progress and a more rational application of practical methods, yet, if it is so, it is not because of any greater zeal or more marked earnestness to learn of a "*better way*" in teaching.

Indeed, a more deeply interested, thoroughly in earnest body of teachers than the seventy-five I worked with in the city of Anderson, I do not believe could be found anywhere.

When we remember how thoroughly overrun was their entire country, how entirely depleted were their state treasuries, and how wholly undeveloped were the resources of the south at the end of the Civil War, we get some impression of what it was necessary for them to overcome. And when we do fully apprehend these adverse conditions, and then note with full and liberal credence, their present standing, we remark that their development, industrially, is wonderful, their progress educationally is without a parallel, and their whole heartedness is what puts some Northern friends to shame.

It would be a decided benefit if many Northern teachers could know a little more definitely how to talk about educational work and progress in the South. What has been done there in the past ten years, what efforts are now being made, and what we have good reasons to hope for in the near future, are questions well worthy the thought of more of the earnest teachers than are now giving them any consideration.

Too many people of all occupations and professions, have very vague and indefinite comprehension of some of the complex and momentous problems given for solution in the so-called "*New South.*" One of these, and by no means the least, is to properly educate the four and one-half millions of Southern youth into a full and clear comprehension of the true meaning and honest dignity of American citizenship.

True, there has been given to all this great work, much impetus by the generous help of broad minded Northern men and women, and none are more willing to acknowledge the assistance than the grateful hearts that have received it. There is just reason to believe that the coming decade will give evidence of far greater results than have already been accomplished.

Field Notes Gathered from County Institutes, and other Educational Meetings.

Word comes to us from Bucks county that the twelve Bloomsburg graduates are doing splendid work there. Some of these are filling their third year there. Some of those engaged in that county are Miss Harnet, Miss Swartzel, Miss Weldon, Mr. Tiffany and Mr. Paul.

Luzerne county is a perpetual bee-hive in point of numbers from Bloomsburg. Probably more than one third of all the teachers of that county are graduates of, or

have attended school at, B S. N. S. The reunion of our Alumni, held during Institute, was a most pronounced success.

Scranton City and Lackawanua county held their institutes the same week, although in different buildings. In both of these there was seen a considerable sprinkling of the old girls and boys of the Normal. Scranton employs a large number of Bloomsburg people.

One of the most pleasant features of county and city institute work as reported by those of our Faculty who do institute work, is the meeting of former students. In every one there seems to be held the strongest attachment for the school, and all are delighted to hear of her continued growth and prosperity.

It is much to be regretted that Mrs. Welsh is not strong enough to do Institute work. Wherever she has been there comes a desire to have her return. Her plain, practical way of presenting the subject of Reading, has made her a favorite instructor in many counties.

Dr. E. E. White, of Columbus, Ohio, is having many engagements in institute work in our state.

The Dr.'s work is along purely psychological lines, but he puts these great truths so simply, and states every fact so clearly, than even the teachers holding only provisional certificates, get much practical help from his splendid talks.

He was engaged in the Scranton City Institute, in Lackawanna, Wayne, Erie and other leading counties.

Alumni.

The QUARTERLY desires to hear from all Alumni of the Institution. Please consider this a personal invitation to let us know all about yourself and all you can tell us concerning your classmates. Address all communications for this department to G. E. Wilbur, Lock Box No. 373.

'70, Armstrong, Amelia is a graduate of the first class in the Elementary Course, sent out by B. S. N. S. She has been engaged almost continuously, since graduation, in the work of her profession—and none in the county stand higher. She taught for a number of years in the public schools of Bloomsburg and Berwick, occupying the most responsible positions to the general satisfaction of directors and patrons. Of late years she has been conducting a private school in Bloomsburg where she maintains her well earned reputation as an instructor and disciplinarian.

'71, Buckingham (Biddle) Agnes. Mrs. Biddle taught for a number of years in the public schools of Columbia and Schuylkill counties and ranked among the first both as a teacher and as a disciplinarian. She was not satisfied with her attainments and, continuing her studies, graduated in the class of 1879 in the Scientific course. After well fulfilling all obligations as a teacher to the State. She married Dr. J. C. Biddle, of Snenandoah City, now Superintendent and Surgeon-in-Chief of the Hospital for Injured Persons of the Anthracite Coal Regions, located near Ashland, Pa. Her post office address is Fountain Springs. She has two lovely children, and is a model mother.

'73, Buckingham, Robert taught several terms in Luzerne County—studied law and was duly admitted to the Bar of Columbia County, where he has since practiced. He is greatly interested in the welfare of his country and is no mean factor in the politi-

cal influences of his County. He is now one of the Deputy Collectors of Internal Revenue for this District.

'74, Unangst, Mary is one of the tried and faithful teachers of the Bloomsburg public schools. No duty ever called and found her delinquent. She recently lost her father, Philip Unangst, and her many friends among the Alumni deeply sympathize with her in this bereavement.

'75, Creasy, Wm. T. after rendering due satisfaction to the State as a teacher settled himself as a farmer in Catawissa Township. He was eminently successful, so much so that his farmer friends send him this year to the Legislature. Hereafter he is Hon. Wm T. Creasy.

'76, Young, Chas. B. is a practising physician at Vicksburg, Va., his studious habits and careful attention to his patients have secured for him a large and lucrative practice.

'77, Grimes, Josephus S. has faithfully adhered to the determination to devote his life to teaching. He was for three successive terms Superintendent of the public schools of Columbia County, and did much to raise the standard of the profession in the County Teacher's Institutes. He is now associated with Dr. D. C. John, in Clark University, South Atlanta, Georgia.

'77, Peacock, C. C. Esq. took an elective course at the Normal finishing his studies in 1877. He taught one term near Buckhorn, Columbia County, and then entered the law office of Hon. E. R. Ikeler. He was admitted to the Bar of Columbia County in 1881 and practiced about two years. In 1883 he with Geo. S. Robbins became the General Agents of the Paul E. Wirt Fountain Pen in which business he has continued ever since. The marvelous sale of this pen show both the intrinsic merit of the pen and the business ability of the General Agents. Mr. Peacock is interested in nearly all the industries of the town and is a member of the Board of Directors of most of them. He was for two years a member of the Town Council and is now President of the Industrial Building and Loan Association. He is one of the Trustees of the Normal School, on the part of the State.

'78 Sanders, W. J. taught several terms and in the meantime prepared for college. He graduated at Dickinson, Carlisle, Pa., class of 1888. He subsequently read law with Hon. Simon P. Wolverton, Sunbury, Pa., and in due time was admitted to the Bar of Northumberland County. He is doing finely in his profession.

'78, Witman, E. H. took special course at the Normal and taught several terms. He accepted the position of General Secretary of the Y. M. C. at Wilkes-Barre, Pa. and subsequently entered the ministry of the M. E. Church, Central Pennsylvania Conference. He is now located at Roaring Springs, Blair County, Pa. We, without his consent, take the following from a recent letter. Speaking of the SOUVENIR he says: "The handsome views made both Mrs. W. and me wish we were young again and back in the old hall. Among all the faces, I saw only one that I recognized—that of Prof. Noetling. He doesn't look a day older than when he used to drill us in "School Economy" and unravel with evident relish the intricacies of alligation. I hope he may not feel older for many years. When I looked at the pictures I felt that you have been making many improvements in the buildings and grounds as I believe you have in the course of instruction. Thinking over our "day of opportunity" in the school I felt as I compared it with today that we didn't more than half live. Still I was very happy at the Normal and

when I left it to go out to Catawissa Hills and teach a country school I did one of the most reluctant things of my life. But the necessity of bread and butter compelled the move and that was the closing up of my career at the Normal. If ever I should become a wealthy man I think I should like to come to the rescue of just such young men and say "you'd better bide a'wee" and I'll furnish at least bread and potatoes 'till you finish your course." I have often looked longingly towards the Normal about commencement time, but have been so far away that I couldn't come. I live in hopes however that some revolution of the Methodist Itinerant wheel may drop me nearer home sometime and my long felt desire be gratified. I rejoice in your success, and hope the future may be full of rich rewards for you."

'79, Robbins, Louisa is apparently a fixture in the Bloomsburg public schools, and her splendid success as a teacher in the primary department fully justifies the School Directors in retaining her. Her influence is felt far beyond the school room. Miss Lou. is a favorite with the little ones, and why not? She loves them.

'79, Herring, Grant S. prepared for college at the Normal and entered Lafayette September 1879, graduating in the classical course, June 1883. He is a member of Franklin Hall and of the Chi. Phi. Fraternity. He took first prize in the Junior Oratorical Contest. Mr. Herring read law with Hon. E. R. Ikeler and was admitted to the Bar Feb. 1, 1882, and on the same day formed a partnership with his preceptor which continued until Mr. Ikeler assumed the duties of President Judge of this district. He was elected to the Senate Nov. 1890, and was Delegate at large to the National Democratic Convention at Chicago which nominated President Cleveland. While in the Senate he was the recognized leader of the administration forces. He is now the Collector of Internal Revenue for this district. In 1892 he was selected as one of the trustees of the Bloomsburg State Normal School.

'80, Smith, N. H. was valedictorian of his class and well deserved the honor. He joined the the Central Pennsylvania Conference of the M. E. Church and is highly esteemed by the members thereof. He is now located at Snydertown, Pa.

'80, Ritter, C. A. was for a continuous period of eight years Supervising Principal of the Weatherly Public Schools and in the fall of 1893 accepted the Principalship of the Watsontown Public Schools. He takes an active interest in Institute work. He heartily endorses THE QUARTERLY and is a subscriber.

'81, Geddis, Ralph M. was a very successful teacher and the popular Principal of the Northumberland Public Schools when he accepted the position of General Agent for the Smead Wells System of Heat and Ventilation. He is now their Superintendent and Engineer and is located at Elizabeth, N. J. He married, January 4, 1887, Miss Lillian Brown, class of '82. They have one child, a daughter.

'81, Billmeyer, D. Harry, M. D., finished his studies at the Normal in 1881, read medicine with Dr. W. M. Reber, now one of our trustees—graduated at Jefferson Medical College, Philadelphia and in the spring of '84 went to the Coeur d'Alene gold fields in Idaho where he followed his profession for nearly two years, and then accepted a position with the N. P. R. R. as local surgeon, soon after he was transferred to the N. P. coal mines at Roslyn, Washington and about a year thereafter was sent to the N. P. Hospital at Missoula, Mont. In a short time he was made first assistant

surgeon for the N. P. R. R. having charge of the road from Helena to Portland, Oregon. He worked for this company continuously for over seven years and was forced to resign on account of ill health. He has been east since last June and has fully recovered his health. He expects to return to the West in a short time.

'82, Moore, E. J. and Lue M. Crippen both graduates of B. S. N. S. now Rev. and Mrs. E. J. Moore have been for the past eight years in the Puget Sound region. Mr. Moore has for these eight years been a member of the Puget Sound Annual Conference, but was recently transferred to recently. mington, Ohio. His present First yo a membership of about three brother, wha s also the president of a Semi- Second yo it that place. While in the little baby br loore finished a Collegiate First you graduated from the Puget Sound it's the sam . He afterward took a non- course with the Allegheny College receiving on examination his A. M. from the first mentioned school and his Ph. D. from the latter. He is an able preacher and is recognized as a scholarly and polished gentleman. His wife, and now the mother of his three bright children, is in every way a helpmeet to her husband.

'83, Dietrick, Ira C. is the successful proprietor of the Palace Drug Store, Crawford, Nebraska. He married Miss Blanche Edgar a former student at the Normal. They have one child.

'84, Wintersteen, Grace was principal of the Plains public schools for several years. She is now resident Physician in Hospital, corner 11th and Cherry streets, Philadelphia.

'84, Kuhn, May. Invitations are out for the wedding of Miss May Kuhn and R. C. Butler, of Mauch Chunk, in the Lutheran Church, on Wednesday, December 5th.

'85, Billmeyer, Blanche was married Wednesday afternoon, October 25th, to Howard R. Brayton, of New York. The ceremony was performed by Rev. P. A. Heilman of the Lutheran Church. They expect to make their home in St. Lucia, West Indies.

'85, Vaughan, Roberta is one of the successful teachers in Harrisburg, Pa. In the division of the Dauphin County Institute, Miss Vaughan was placed in charge of the Primary Section, and one of the instructors at that institute informs us that she filled the position admirably.

'85, Conner, W. S. writes us in part as follows: "W. A. Moore and C. M. Petty, both of '85, are the only cash grocers, and the only ones in Madera, Cal., who close their store on Sunday. They are not only doing a successful business but take an active part in the affairs of the town .Both robbed the profession by marrying school ma'ams; Moore getting a California teacher, and Petty a B. S. N. S. graduate, May S. Conner of '87. William L. Williams, '86, has been Madera's leading teacher for four years, serving two years as Principal of schools. At institutes he is listened to with much pleasure and interest. He is now a candidate for County Superintendent. As for myself, since leaving the Normal I have been a rolling stone, without moss, of course. I taught two years in Pennsylvania, two years in West Nottingham Academy, Maryland, one term in Oregon, three years in Southern California and am now teaching in Madera County. I might tell some tales in Prof. Noetling's "experience meetings" now, had I the opportunity to attend them."

'86, Wintersteen, Eleanor is principal of the Moseytown schools, has been there two years. She receives $70 per month and $25 per month additional for night school.

'86, Felker, J. O. has been the principal of St. James' Business College and School of Short Hand located at Macon, Mo.

'86, Kline, M. A. who was for sometime president of Willis College, Willis, Texas, is now principal of a school in Rossville, Illinois. This is said to be the finest and highest salaried school town in that State.

'87, Brockway Alice was married November 22d to Mr. Clark Kashner, of Bloomsburg, by Rev. G. E. Weeks of the Baptist Church. They will reside in Bloomsburg.

'88, Breisch, E. E. graduated at Lafayette College last June. He is at present engaged in mining and civil engineering, Scranton, Pa. His address is 529 Adams avenue.

'89, Wintersteen, Bess. T. is as popular as ever wherever she is known. She is now principal of the Miner's Mills Schools—has six schools in her charge and receives $60 per month. Bess is one of the enthusiastic members of the Alumni. She never misses the reunion of the Alumni of Luzerne County and is entitled to great credit for the success which attends that annual gathering.

'89, Hutson, Ruth died at Boston early this year. Her remains were brought to Montoursville, Pa. and interred in the cemetery at that place. She had just completed a course in the Medical College when she was taken severely ill with heart trouble from which she died. She took an active part in Church work and was conspicuous in the W. C. T. U.

'89, Curran, J. Hal. graduated at Dickinson College, Carlisle, Pa., and since that time has been a professor in the Centenary Collegiate Institute at Hackettstown, N. J. All reports say that he is a successful and popular teacher.

'90, Gregory, Clementine taught the Rock Glen schools for three years and last year attended school at Herkimer, N. Y. She is now teaching in Clark University, South Atlanta, Ga.

'91, Evans, Margaret M. is now connected with the Town Institute, Port Deposit, Md, and is delighted with her situation and "it goes without saying" that everybody there is delighted with Marguerite. She says, "I find the people here so interesting—If I were a poet I could certainly write here, for I am surprised and delighted every day by their quaint southern manners and customs. The children are the most delightful I ever had any dealings with and I am perfectly happy working among[illegible]ip of

'91, Kintner, May C. taught [illegible] He takes year in New Bloomfield, Pa. [illegible]work. He the advanced Primary Grade [illegible]ERLY and is a of Slatington—salary $43 a [illegible] months school. a very suc-

'92, Ringrose. Hattie has be[illegible]Principal of to fill vacancy in the Bloomsbu[illegible]ols when Schools, caused by the marriage [illegible]Agent Alice Brockway.

'93, Bowersox, Kate is associated with Prof. Bakeless '79 and Mrs. Sara (Harvey) Bakeless '84 in the Indian School at Carlisle, Pa.

We notice the following visitors at the Normal on Thanksgiving day: Alice Dillon, '91; Harry U. Nyhart, '92; Anna E. Stair, '92; Mary B. Wren, '92; Maude Atherholt, '93; Harry Dr. Brubaker, '93; D. P. Conner, '93; Clyde Hirleman, '93; Jennie Miller, '93; Flo Abbott, '94; Nellie Belles, '94; W. R. Darlington, '94; Blanche Davenport, '94; Harry Dechant, '94; J. P, Dieffenderfer, '94; Anna Gaffikin, '94; H. W. Gregory, '94; D. A. Hart, '94; Ben. Johns, '94; Bertha L. Johnston, '94; Frank Patten, '94; Carrie Schappert, '94.

Local.

We wish to make this department as interesting as possible to our present students. In order to do this any local happenings noted by our readers will be gratefully received.

* * *

Some of us enjoyed the skating Thanksgiving morning and others of the same family built fence to keep the crowd off the foot-ball field.

* * *

Two boys of the Model School size and calibre were discussing home matters recently.

First youngster.—I've got a new baby brother, what come from heaven last night.

Second youngster.—That's nothing. My little baby brother went to heaven yesterday.

First youngster (reflectively) Pete, I bet it's the same kid.—*Ex.*

* * *

THOSE GYM SUITS.

The flowers that bloom in the spring, tra la,
Seem really nothing at all
When the public attention you bring, tra, la,
To the bloomers that bloom in the fall.

* * *

A logical? sentence heard lately at one of the tables is, "Two girls were there that wern't there at all."

* * *

"Some people think that bicycling is of a recent date but my grandfather earned his wedding suit that way," said one of the "boys," as he glided out of the office on his way to third floor. It soon dawned upon the others that it was not done on the track but in the wheat field.

* * *

Why is it that the foot ball team likes to hear the call, "first down," while the young man who sports the suggestion on his upper lip resents the insinuation?

There is no doubt about the popularity of foot-ball. The Model School now has a team.

* * *

Mrs. Smith now lives with her daughter, Miss Clara Smith, at the Normal.

* * *

Gen. Hastings and party did not slight the Normal during their tour. The Gen. made a very pleasing address in the Auditorium. Gen. Latta and Congressman Robinson also gave short talks.

* * *

"Where was Moses when the light went out?" We are not sure of his location but we know he did not go out into the hall and yell, for we read of him as, "a man filled with wisdom and understanding."

* * *

Mr. and Mrs. Sager, of Orangeville, were the guests of Dr. Welsh on Thanksgiving.

* * *

Miss Stump entertained her sister, Miss Lillie Stump, and friend Miss Hattie Klopp, of Stouchsburg, during the Thanksgiving holiday.

* * *

Don't fail to get a picture of the foot-ball team.

* * *

"This will be my line of conduct," said the young lady as she attached a tow rope to her bicycle.

* * *

What a day Thanksgiving was anyway! We ate forty-seven turkeys, got away with eleven Missionaries from Selinsgrove, and "took in" "Miss Jerry" in the evening. Miss Jerry, by the way, was a fine entertainment.

* * *

Dr. Welsh has been in demand for Institute work this fall in many localities. His practical knowledge of the difficulties encountered by teachers and his methods for surmounting them have caused his work to be most popular.

In connection with the grading of the new athletic field, work is also being done in the old field back of the building, once inhabited by the barn, cabbages, etc. These last are now no more and in their place the spring will see a terraced lawn, with walks and beds of flowers, making the outlook from the rooms in the rear of the building most pleasant.

* * *

Among the many interested visitors to the Manual Training rooms this term was Supt. Harman, of Hazleton. The Supt. is thoroughly convinced of the importance of Manual Training in our schools. He has recommended its introduction into the Hazleton high school.

* * *

The Manual Training classes are now regularly at work on the lathe in the new room. The students are very much interested in this additional work.

* * *

Prof. Albert is not teaching this fall. His Institute work occupies his whole time. We are glad to note the success of his work.

* * *

The Ariel Quartet, of Boston, gave a very pleasing entertainment in the Auditorium on the evening of Nov. 17.

* * *

As an example of yankee push we wish to cite the fact that Prof. Dennis had his telegraph instrument connected with the Western Union system on election night. All of the returns were read in his room.

* * *

Among the visitors at the Normal during the Fair vacation, was the mother of Prof. Dennis. We were [illegible] welcome a representative of the "Old [illegible]."

* * *

Mrs. Dodson, of Hartford, Co[illegible] the guest of Miss Emilie Smith for se[illegible] days during the month of November.

Miss Bessie Hughes, of Shickshinny, class of '86, a former teacher of the school, spent a recent Sunday with her friend Miss Vida Bowman. We were glad to see Miss Hughes among us once more, although her school duties allowed her but a short stay in our midst.

* * *

One of the lady teachers was disturbed the other night by the sound of some one (presumably a burglar) snoring under her bed. A cautious investigation revealed the intruder, no other than Jip, who had unceremoniously made himself comfortable for the night. He was politely invited to depart.

* * *

Among the pets of the faculty may be mentioned the mice which occasionally appear in a certain room on second floor. All comers receive a warm welcome, as the gentlemen who, at various times, have so kindly adjusted the receiving apparatus, can testify.

* * *

The idea of organizing societies at the various tables in the dining room has been gaining ground this term. Several of these organizations now exist, having for their object the cultivation of good English, and the eradication of various bad habits on the part of the members. The frequent recurrence of "treats" at the different tables attests the flourishing condition of the society treasuries, and we look for great improvement in the manner and speech of the members in the near future.

* * *

The Juniors have lately been scouring the buildings, campus, and surrounding country in seach of drawing models to illustrate application of the three type forms—the sphere, the cylinder, and the [illegible]be. One week, when applications of the [illegible] and its bisections were called for, the [illegible] produced a goodly array of houses,

barns, and other buildings, sufficient to start a good sized city. The barn, as it now stands upon its new foundation, proved a very popular model, and should an ilius tration of this building be desired for any future number of the QUARTERLY, several Juniors are prepared to furnish drawings at reasonable rates. A good view of the Institute building, and another of Dillon's barn, with the windmill and adjacent green-houses were some of the drawings noticed among others of equal merit.

* * *

Did we enjoy the Fair holiday? I can assure you that we did. The boys who staid here went to the Gym. on Thursday night, the girls went on Friday night, and we all went on Saturday night. Prof. Burdge knows how to make an evening pass very pleasantly for us.

* * *

Fred has not had Gyp's tongue split yet although he feels that it might put creases in his pants.

* * *

After a man has been sick a day he begins to wonder that people don't remark the look of patient suffering in his eyes.

* * *

Mr. Hartline of Lafayette, spent Thanksgiving at the Normal. He is always a welcome visiter.

* * *

One of the teachers recently remarked in discussing a subject that, "Some people's imagination runs away with their judgment. A bright girl remarked, "Yes and it doesn't have a very heavy load to carry either."

* * *

Saturday, Nov. 10, was made memorable this year by two games of foot-ball. One was the University Penna., vs. Princeton game; the other, the Juniors vs. Seniors at the Normal. The first team is very evenly divided between the two classes. This made it a very interesting game aside from the fact that a class game is always a good one. In the first half neither side scored. In the second, the Juniors scored ten points, Seniors nothing. Frantz and Worthington were the respective captains of the teams.

* * *

Nothing stands still at the Normal. Even the barn has been on the move. It was removed to the north corner of the campus, where it has been remodeled into a fine three story affair. Stables and wagon room occupy the whole of the first floor.

* * *

Dr. and Mrs. Welsh visited the schools of Allegheny city last month to inquire into the workings of the Pollard system of teaching reading. On his return, Dr. Welsh reported his observations to the faculty. In view of these a resolution was passed by the faculty recommending that a teacher be secured to present this system before the school. The school wishes to put itself into a position where it shall be able to either accept or reject the system intelligently. A teacher skilled in the use of the system will be with us after the holidays.

* * *

Music Recital.

The rapid growth of the Music Department of the school is one of the most remarkable features of the year's progress. Under the able management of Miss Rosa M. Haas and Miss Ella M. Stump this department has grown from almost nothing until it is now necessary to employ a third teacher to carry on the work.

The classes in voice and harmony conducted by Miss Haas, the head of the department, together with lessons on the guitar given by Miss Stump, are interesting features outside of the regular piano course.

The popularity of the work done in this department is shown by the interest manifested in the recitals given from time to time by the pupils. The object of these

recitals is to create a taste for a higher class of music, to give the pupils confidence in playing before the public, and to give people a general idea of the work done.

The last recital was given on the afternoon of Nov. 15. A large number of students and their friends were in attendance. The program showed excellent taste in its selection and great care in its rendition. To say that all were pleased with the progress and careful work of those taking part is almost needless. Every number in the program was well executed and heartily enjoyed by the large audience. The following is the program:

Fear not ye, O Israel!..... *Buck*
Hannah Evans.
Minuet..... *Padarewski*
Bertha Shortz.
Rondo in C major..... *Dussek*
Mary Albert.
a. Melody in F..... *Enckhausen*
b. Polka..... *Wohlfahrt*
Howard Johnson and Alden Williams.
Vesper Chimes..... *Wilson*
Florence Billmyer.
Allegro from Sonata in D major..... *Haydn*
Mamie Stair.
La Melancolie Nocturne..... *Barry*
P. F. O'Donnell
Spanish Dance..... *Heller*
Ethel Williams.
Murmuring Zephyrs..... *Jensen Nuniann*
Helen Lawall.
Op. 128..... *Oesten*
Gertrude Miller and Hettie Cope.

Athletic.

Most of the athletic interest of the year, thus far, has centered in football. In no preceding year have we had such a team as this year's, and such general enthusiasm. The season was a success too financially, because of careful financering, however, rather than because of large attendance at games Several of the games were well patronized by our townspeople but the greater number of them should have been more largely attended. There were no serious mishaps to be recorded, we are glad to say. Our team played clean football and the games were free from any tendency to roughness. Clean football, we are glad to say, is the only kind our boys play.

A BRIEF SUMMARY OF THE TEAM.

The team was under the charge of Messrs A. K. Aldinger and W. H. Detwiler. The latter was captain during the first half of the season and played right half-back. His resignation was accepted about the middle of the season and the captaincy was unanimously turned over to Mr. Aldinger, who played the position of left half-back through the entire season, and has put to his credit many brilliant runs.

E. P. Barnard, full-back, is 19 years old, weighs 158 pounds, and is 5 feet, 11 inches in height. He learned football here last year, developed into a strong punter, and has this year to his credit one goal from the field and 20 goals out of 26 attempts.

Geo. L. Schuyler, '95, right half-back, is 17 years old, weighs 170 pounds, is 5 feet, 8 inches in height. This is his first year in the game, but he has developed into a capable player and is a hard man to stop.

Warren Beddoe, '94, quarter-back is 20 years of age, weighs 128 pounds and is 5 feet, 5 inches in height. He played the same position last year and has developed into a brilliant player. He always gets through, always follows the ball and accepts every chance offered of securing it.

Harry J. Lewis, '95, left end, is 22 years of age, weighs 150 pounds, and is 5 feet, 10 inches in height. This is his first year, but he has developed into a strong player, and rarely misses a tackle.

I. A. DeWitt, '93, left tackle, was to be found for part of the season at his old position. He played strong football during the two previous seasons and showed up this year in his usual form.

H. A. Frantz, '96, left guard and left tackle is 19 years of age, weighs 173 pounds and is 5 feet, 8 inches in height. For his style of play we refer the reader to the notes on the Thanksgiving day game.

Jos. J. Reilly, '95, left guard, is 19 years of age, weighs 157 pounds, and is 5 feet, 10 inches in height. This is his first year and, considering a mishap which kept him off the field for several weeks, he played his position well.

M. L. Labach, '95, our capable centre, is 22 years of age, weighs 194 pounds and is 5 feet, 11 inches in height. He didn't *always* "play horse" with his man but he always held his own.

C. M. Keefer, right tackle and right guard, is 20 years old, weighs 180 pounds and is 5 feet 8 inches in height. He, too, is a beginner but does not betray it in his style of play. He is promising material for next year.

W. C. Worthington, '95, right guard and right tackle, is 19 years old, weighs 182 pounds and is 5 feet, 6 inches in height, is developing into a great player. We think he would fill all the requirements for a pretty fair college team.

Ben Beddal, right end is 22 years of age, weighs 144 pounds and is 5 feet, 7 inches in height. His work at end has improved steadily.

C. W. Derr, captain of "scrub" and substitute end and back on the Normal eleven, showed steady improvement and distinguished himself toward the close of the season by his hard tackling.

A. S. Smithers, substitute back, showed up well, and will earn for himself, we predict, a secure position on the eleven next year.

SUMMARY OF GAMES.

Sept. 29,	Berwick Y. M. C. A. 0,	Normal 25.
Oct. 3,	Wyoming Seminary 26,	Normal 6.
Oct. 6,	Bucknell Academy 0,	Normal 40.
Oct. 17,	Sunbury 0,	Normal 28.
Oct. 27,	Wyoming Seminary 16,	Normal 4.
Nov. 3,	Berwick Y. M. C. A 0,	Normal 24.
Nov. 24,	Bucknell, 2d eleven 10,	Normal 6.
Nov. 29,	Missionary Institute 0,	Normal 30.
	52	163

The following are accounts of several of the best games:

Wyoming vs. Normal School.

A large and enthusiastic crowd greeted the football players Saturday, Oct. 27th, and those who predicted an interesting game saw their prophecies fulfilled to the letter.

Normal started the game by a fine kick off by Barnard. The ball was taken by Wyoming and rushed behind protection for ten yards, but Lewis and Beddall were on hand and promptly downed the runner. Wyoming placed the ball for a scrimmage but lost it by not gaining the necessary five yards on three downs.

It was now Normal's turn to show her mettle. By fine interference and heavy line bucking the ball was forced over the line for a touchdown in just eleven minutes from the beginning of the game. The ball was carried over by Worthington. Barnard failed to kick the goal.

Wyoming kicked off Detwiler taking the ball for a run of 20 yards. The teams lined up, Normal putting the ball in play for a gain of six yards around Wyoming's right end.

At this point the umpire, Fenstermacher, who is Wyoming's coach, claimed that Normal's center had his head too far over the ball in snapping it back. He declared this a foul and gave the ball to Wyoming. This gave Wyoming a tremendous advantage at a very critical point in the game and

disheartened the Normal team. It is needless to say that the decision was a gross violation of rule 30 (b) which declares that if the snapper back is off side when snapping the ball, he shall snap it again, and if this occurs *three times in the same down* the ball shall go to the other side.

At the end of 23 minutes, from the beginning of the game, Wyoming scored her first touchdown. Brymer failed to kick the goal. After 2 minutes play, time was called for the first half and the score stood 4 to 4.

The first half was the best exhibition of football we have ever seen on the home grounds.

Wyoming started the second half with a kick off. The ball was played for sometime near the center of the field when, at the end of 13 minutes, Wyoming scored another touchdown. One more touchdown was made by Wyoming near the end of the half making the score 16 to 4. The teams lined up as follows:

Wyoming.	Position.	Normal
Warren	right end	Beddall
Best	right tackle	Schuyler
Beatty	right guard	Worthington
Lake	center	Laubach
Ames	left guard	Frantz
Brymer	left tackle	(Keefer) Dewitt
Rockwell	left end	Lewis
Gendill	quarter	Beddo
Rymer	right half	Detwiler
Colley	left half	Aldinger
———	full back	Barnard

Umpire, Fenstermacher. Referee, Cope. Score, 16—4.

Bucknell 2nd vs. Normal.

The most hotly contested game of the season was fought out between the Bucknell University and Normal team Saturday afternoon, Nov. 24. The team from Bucknell is the heaviest team that has been in Bloomsburg this year.

Bucknell took the ball for a good kick-off. Normal made a short run behind interference. The team lined up on Normal's 35-yard line. The ball was lost on the 40-yard line. After 14 minutes hard playing Bucknell scored by a fine run of 20 yards. No other points were scored in the first half.

In the second half Normal kicked off. By good interference the ball was forced down the field to Bucknell's 20-yard line, where Barnard tried a drop kick for goal but missed. Bucknell, thus securing a touch back, kicked off from the 25-yard line.

Normal took the ball near the center of the field and by good, hard football rushed it up the field to the 35-yard line. Here the signal was given for Schuyler to take the ball around left end. The play swung round the end behind interference, and a touchdown was made for Normal in 6 minutes from beginning of half. Barnard kicked the goal, thus tying the score.

The next 20 minutes play was hotly contested near the center of the field; Bucknell finally forcing the ball to Normal's 20-yard line. It was now so dark that one could scarcely distinguish the players. Bucknell had the ball and did not want to stop. On next downs Normal secured the ball. The captains then consulted about playing out the 4 minutes. Everybody conceded that if any gains were made by either side it would not be football, but blind luck. The score at this point was 6 to 6.

The captains finally decided to play it out. Beddoe passed the ball to Barnard for a kick on third down but it was so dark that the full-back missed the ball. It rolled over the goal line and a Bucknell man fell on it then scoring a touchdown. No goal. Score, Bucknell 10, Normal 6.

Normal.	Position.	Bucknell
Lewis	left end	Downing
Frantz	left tackle	J. W. Davis
Reilly	left guard	Rowe
Laubach	center	Dillon
Keefer	right guard	Perrin
Worthington	right tackle	Cooper
Beddall	right end	Miller
Beddoe	quarter-back	Harris
Schuyler	left half-back	B. Smith
Aldinger	right half-back	Thomas
Barnard	full-back	Carey

Umpire, Cummings Referee, Cope. Lineman Suttiff. Touchdowns, Smith, Harris and Schuyler

NOTES ON THE GAME.

We never saw more evenly matched teams than those in the game Saturday. The game was uncertain from start to finish.

Prof. Aldinger had his nose broken in the first half but played the game out.

The interference was very good on both sides. Good team work was a characteristic of the game.

Thanksgiving Day Game.

NORMAL DEFEATED MISSIONARY INSTITUTE BY A SCORE OF 30 TO 0.

An enthusiastic crowd of about 600 people witnessed the victory of the long haired youths from the Normal over the team from the Selinsgrove Institute. The day was an ideal one for football. The air was bracing, the crowd enthusiastic, the home team in fine form and everybody in a good humor.

Promptly at 2:15 the teams came on the field and after 15 minutes warming up time was called. The Missionaries won the toss and took the ball for a kick off Lewis made a run of 20 yards. The team lined up and Normal soon forced the ball to Selinsgrove's 5-yard line. Here the best stand of the day was made by the opposing team. After several scrimmages Aldinger was forced through the tackle and a touchdown was scored in just 5 minutes from the kick off. Barnard kicked the goal.

Missionary kicked well into Normal's territory but the ball was soon rushed down the field and another touchdown was in sight. Frantz carried the ball across the line in just 14 minutes from beginning of game and Barnard added his two points. No other points were scored in the first half.

After a rest of eight minutes the struggle began anew. Normal kicked off, Beddall and Lewis getting down the field finely and tackling the rnnner in his tracks. In just 4½ minutes from start Frantz added another touchdown to Normal's score. Barnard kicked the goal.

A repetition of the former struggle brought the ball to Selinsgrove's 25-yard line. Lewis took the ball for a touchdown around right end and the score was again increased by six points.

Twelve minutes had now been played and the Missionaries began to fear that they would not be able to carry the large score home with them. They grew anxious to catch the 4:05 train. The captains agreed to play five minutes more and quit. In the first line up Hare was hurt. A sub came on in his place. In the next rush the ball was fumbled, when Beddoe, Normal's quarter-back, breaking through caught the ball and carried it across the line for a touchdown. Barnard raised the score two points. But fifteen minutes of this half had been played, but as the Selinsgrove team urged it the referee called the game. The line up is as follows:

NORMAL.	Position.	SELINSGROVE
Lewis (Derr)	left end	S. B. Hare (Morris)
Frantz	left tackle	Spayed
Reilly	left guard	Herman
Laubach	center	Fisher
Keefer	right guard	Lyons
Worthington	right tackle	Ulrich
Beddall	right end	Martin
Aldinger (Lewis)	left half-back	Woodley
Schuyler	right half-back	Hipsley
Beddoe	quarter-back	S. B. Hare (H. B. Hare)
Barnard	full-back	Hartman

Score—Normal, 30; Selinsgrove, 0.

Umpire, C. E Smith. Referee, J. G. Cope, Lineman, W. B. Suttiff. Touchdowns, Aldinger, Barnard, Frantz, Lewis and Beddoe.

NOTES ON THE GAME.

One of the Selinsgrove players said: "What kind of a fellow is that man Worthington? I don't want to tackle him." The laconic reply, "He is a football player," expresses it all. Worthington is undoubtedly one of the strongest players ever in Bloomsburg.

Frantz put up a splendid game. He understands the game and playes it like a

veteran. Space forbids our making many personal remarks but it is sufficient to say that every man on the ground played a fine game.

Beddoe has the honor of making the last touchdown of the season.

Some remarked that Laubach "played horse" with his man. He usually holds his own.

But two teams have scored on the Normalites this year.

The Athletic Field.

When the year opened it was found that the new athletic field, although much money had been expended on it, was not in as good condition as might be desired. Accordingly, work was resumed on it, much leveling has been done, and the field is now nearing completion, when it is finished it will be all that we could wish for in its line. It will be a great saving of time for the football and base ball men, saving the long walk to and from the ball park in town. Base ball practice will be begun on it in the spring.

Base Ball Prospects.

We are looking forward to a successful base ball season. Many of last year's team will be on hand, and some promising new material. An effort will be made to organize a second nine and turn over the old uniforms to it, thus necessitating a new outfit for the regular Normal nine.

Gymnasium Notes.

The class work of this department was well under way by the middle of September. Since then systematic daily exercises have been taken by the students. The interest and enthusiasm has been increasing as the colder weather approaches.

An interesting programme has been arranged for by the Director for the coming winter.

A Basket Ball team has been organized and arrangements are being made to play match games, both at home and abroad. The material for this team is very promising and we hope to have as good a record in Basket Ball as the football team gained on the gridiron.

A Harriers Section has been organized for the purpose of promoting cross country running. A prize in the shape of a cup will be given the person scoring the greatest number of points at the end of the season.

Special attention will be paid to the development of indoor athletics. Some fair records have been made thus far this season. We will be prepared to publish the records of the students in our next issue.

The success of our Gymnastic Exhibition last year has encouraged us to repeat an entertainment of a similar nature this year. This event will occur sometime during March.

We are very much gratified with the work of this department in the past but we are expecting a more successful year's work than ever before.

The Senior class is receiving instruction in the Theory of Gymnastics. This is something that every teacher should know. Why he teaches gymnastics. What to teach. How to teach, &c., &c.



The many who have been members of the Philologian Society, have been largely benefitted by the connection, and have gained from it an influence for good that will be carried with them through life. It is an advantage much to be desired to belong to a society that aims to nurture all that is good in the character of its members to refine and elevate, to infuse a home-like feeling that in itself is an incentive to progress.

On Thanksgiving Day the annual reunion of the Philologian Society took place. It was the occasion of social interchange of hearty congratulations; and, also, an occasion of regret that many who have mingled together in these halls, were not present to participate in this feast of friendly greetings.

What memories this reunion brought forth! Pleasures of other years were recalled by the many who assembled in Philo Hall; pleasures, too, that will ever remain an unbroken link in the chain that friendship welds.

An entertainment as novel as it was pleasing, was provided for the evening. It was a "picture play" entitled "Miss Jerry," presented by Mr. Alexander Black, of New York City. "Miss Jerry" is a charmingly told story, illustrated by a series of photographs.

After the novelty and beauty of this performance had been enjoyed, the students and their friends repaired to the gymnasium, where a general good time was had. When the time for separation came, every one agreed that the occasion had been a most successful and delightful one.

Among old Philos present were: The Misses Abbot, Atherholt, Davenport, Miller, Kipp, Learn, Johnston, and Messrs. Darlington, Gregory, Johns, Frank Patten, Hartline, Hart, Brubaker, Neyhart, and Diffenderfer.

A very large number of new members was admitted to our already well filled ranks, at the opening of the present term.

From this growth in membership, resulted the abandonment of the hall which has for many years served as a place for holding all business meetings of the society. In its stead, however, the new study hall is being used. This, although spacious, is well filled at every business session.

Steps have been taken toward obtaining a new hall for the use of the society, but as yet, nothing definite has been determined upon.

Philo has indeed prospered. It has grown not only in numbers, but in enthusiastic workers. Every member seems keenly alive to the best interests of the society.

Marked enthuiasiam has been shown in our Saturday evening entertainments.

Through the suggestion of Dr. Welsh and the Faculty, a series of debates have been arranged by each society for the year, the series to be concluded by a final debate, which will be given soon after the opening of the Spring term. The participators in the final debate will be the three from each society, which have been chosen as the best speakers in the perliminary debates.

Three judges will be chosen to decide positive merits of speakers, two will be members of the Faculty, the third, one who has no actual interest in the school.

At the final debate a prize of $50 will be awarded to the speakers as follows: To the first best speaker $25, second best $15, third best $10. The prizes are to be awarded to the persons presenting the best arguments, irrespective of sides.

It is to be hoped that every one will take advantage of this opportunity for it is indeed a golden one. We feel assured that on one need lament his action in taking part in these debates, even though he be defeated. He will have achieved some benefit at any rate. Herein lies the real benefit of literary work. For what serves to develope the power of ready and witty reply, so much as a well conducted debate.

As yet, only one perliminary debate has taken place in Philo Society. The question was: "Resolved that taxes should be levied on imported goods for revenue only." The speakers on the affirmative were: Messrs. Snyder, Gilpin. and Readler. Those on the negative were: Messrs. Johnson, Marvin, and Paterson.

The judges decided unanimously in favor of the negative. Messrs. Marvin, Gilpin, and Snyder were chosen as the best speakers, and with three others will constitute the speakers for the next debate.



Winter is now here and it warns us that the fourth issue of the QUARTERLY is due. We hope we will succeed in making it interesting so that it will be pleasing and entertaining to our many friends.

The work of the society for the coming year promises to be better than ever before and we hope that it will obtain a fame that each and every member of our society will proudly look upon.

Our friends will be pleased to learn that our hall has received many improvements. It has been newly papered and painted and has been brightened by a beautiful carpet. The hall is now arrayed in its holiday attire and our old Callies will fail to recognize it, but we hope our many friends will return during Callie reunion and appreciate the many changes which have taken place.

Our society has enrolled more members this year than any preceding one. Among these new members are many active and talented ones, but we miss our former members very much.

The entertainments have been more successful than in the past, and we are pleased

to see the spirit manifested by all those who are asked to participate in these exercises. The Journal has held a conspicious part in every program and has been eagerly listened to by all who attend the entertainments.

Now since the Athletic sports are about over our boys will have more time at their leisure and have unanimously decided to don the side combs if some of the girls, will give a few lessons in the art of hair dressing. Some of the boys think that the "kids" will be the more convenient on account of the short time between the rising and breakfast bells.

The persons that are now holding offices in the society are as follows: President, Mr. Hugh McGee; Vice-President, Mr. Fred Magdeburg; Secretary, Miss Hermie Jones; Assistant Secretary, Miss Norah Breisch; Treasurer, George Hoke; Marshal, Mr. William James. They are successfully fulfilling their duties.

As this will be the last issue of the QUARTERLY, before the annual reunion of the Calliepian Society to be held February 22, 1895, we, in behalf of the Calliepian Society, extend to you a cordial welcome to be present at our reunion. Ever since this occasion has been celebrated, the visitors have always enjoyed themselves. An entertainment will be given in the evening. We are not able at present to say what the nature of the entertainment will be. But we feel assured if you come you will not be disappointed. This is a good time to meet your old Normal friends and have pleasant talks.

There will be a debating contest between the two literary societies for three valuable prizes.

A set of rules have been adopted by the two societies governing these debates. Each society will present its three best debaters the third Saturday after the opening of the Spring team. Each Society will in the meantime have a number of preliminary debates, so as to ascertain which debaters to select for the final contest. The three prizes will be given to the three best debaters, regardless of who wins the debate.

The Callies have good talent in this direction. All they need is development which they will receive by the preliminary contests. It is our hope and desire that the three debaters who will represent the "Red" will show their talent and be loyal to our motto "Semper Paratus."

Miss Rose Sickler, who is a graduate of this institution of the class of '90, when a student here, was a member of the Calliepian Society.

The Secretary of our society received a letter from her a few weeks ago stating that she was glad to see the Calliepian department in the QUARTERLY. Although she is now a missionary in China and beloved by that race, her sympathies are still with Callie. She is enjoying her work in that far off land and reports fair success. May she succeed in her undertaking. We are sorry that our space does not permit of the publication of the entire letter, as it is very interesting.

Callie contains so many attractive features this year that it is difficult to determine which is the most important. She is well equipped in literary lines yet musically contains some of the best talent in the school

Our pianoists rank with the first in the music department of the school and are freely selected to take part in the musicals given by that department. We also have players on many other instruments besides piano.

Mr. Lambert McHenry, our solo cornetist played us a brilliant solo several weeks ago. He also plays first cornet in the Normal Orchestra.

C. Max. Stauffer and his violin are still the best of friends and are heard from occasionally. Mr. Stauffer assisted some town talent in an orchestral concert given on Nov. 28th, at the opera house.

At our last public meeting on Saturday evening, Dec. 1, Miss Carrie Schappert, one of our popular young ladies of last year, who was visiting us over Thanksgiving, and Miss Margaret Crossen, favored a large and appreciative audience with a vocal duett.

We are proud of our musical talent and wish we could tell more of it, but we have said enough for once. If you read each number of the QUARTERLY you will find out more about us in this line.

Y. M. C. A.

The Young Men's Christian Association of this institution is doing effective work, thus displaying the ability of its cabinet which consists of the following officers: Prof. A. K. Aldinger, president; Harry Davenport, vice-president; Alden Williams, secretary; and Fred Magdeburg, treasurer.

The Association has prayer meetings on each Thursday evening. They are well attended which proves conclusively that an interest is being taken in the work.

There have been nine bible bands organized under the auspices of the Association, with a membership of sixty-five.

Each band is studying the life of Christ from an outline prepared by Mr. W. H. Sallamon. The work is very interesting and instructive.

We should, with gratitude, accept the benefits of a well regulated course of bible study, for its value to us individually is incalculable.

As is customary among all Y. M. C. A.'s, a week of prayer was observed by our Association. Meetings were held twice daily, were well attended, and were, to all appearance well enjoyed by all in attendence.

There were five delegates sent to represent our Association in the convention which was held at Northfield, Mass., from June 30th, to July 10th, 1894.

They returned with a great deal of information to impart to their fellow Y. M. C. A. workers.

This information, together with a description of the trip, was rendered Sunday evening, November 4th, in the B. S. N. S. auditorium, where a meeting was called for that purpose.

They seem to have been brought to realize more vividly the necessity of greater spiritual work. Among the twenty-eight speakers present, they report that Rev. D. L. Moody, by his simple, logical statements, impressed them most.

At this convention there were assembled four hundred and ninety-nine delegates from various parts of the world. They represented the professions of medicine, law, the ministry, and various other fields of labor.

Our Association was also represented by six delegates in the State Y. M. C. A. convention, held at Johnstown, October 18–21, 1894. It was generally considered a grand success.

There were present over three hundred and twenty delegates, representing the many city, college, railroad, and district associations of the state.

The speakers were very interesting, one of whom was Rev. R. A. Torrey, of Chicago, Ill.

At the opening of the fall term, as usual, a reception was tendered the new students by the two associations, the Y. M. C. A. and the Y. W. C. A. After spending sometime at playing games in the gymnasium, all repaired to the dinning room where refreshments were served, and thus ended a very enjoyable evening.

Y. W. C. A.

Our association had the largest delegation at the State convention recently held at Scranton. Fifteen members were sent.

At one of our meetings in November, we heard the reports of some of the Scranton delegates. Miss Ada Lewis was the leader, and Misses Detwiler, Keller and Colgate gave interesting talks.

In October we had a pleasant visit from Miss Dunn, our State secretary. She spoke to the girls one evening in Study Hall.

The weekly prayer meetings are well attended and are always interesting. These meetings are held in Study Hall, our former place of meeting, Callie Hall being too small.

The officers for this year are: president, Miss Ada Lewis; vice-president, Miss Anna Powell; recording secretary, Miss Mary Lowrie; treasurer, Miss Grace Dunstan; corresponding secretary, Miss Milly Shaw.

The second annual conference for young woman interested in Christian work was held, under the auspices of the Y. W. C. A. at Northfield, June 22–27.

There were about two hundred and twenty-five delegates registered at the conference representing nineteen states, also Canada, Jerusalem, Japan and India. Many of the delegates came representing the Christian Association of our schools and colleges. The Y. W. C. A. of B. S. N. S. sent a delegation for the first time. The delegates were, Misses Virginia Dickerson, Ada Lewis, Melissa Shaw, Hermie Jones and Grace Shaffer.

The speakers at this conference were men and women who have come near to God, and are fitted for leading people to see the need of greater spiritual power. Among them were: Mr. Moody, Rev. Alex. McKinzie, D. D., of Cambridge, Dr. Pauline Root, of India, Mrs. Wesley Fiske Smith, of New York city, Bishop Thoburn, of India, and Miss Effie K. Price, International Secretary.

There were classes each morning in Bible study conducted by Miss Silver, of Detroit, and Prof. Koore, of Hampden-Sidney, Va.

In the Missionary Conferences, Miss Ben Oliel gave interesting accounts of the work in Jerusalem among the Jews, and Dr. Pauline Root told in a forcible way of the needs of India.

The music was under the direction of Mr. Stebbins and Miss May Whittle, assisted by a choir of Vassar girls.

This gathering exerts a great influence in our schools and colleges. Northfield itself, as one young woman aptly said, seems like a holy place. It seems to be consecrated to God.

There students are led to desire and to seek greater spiritual power, become inspired with new zeal for Christ and carrying this power and zeal back to their colleges exert a far greater influence than before.

Miscellaneous.

The Sunrise.

I early woke one morning,
Ere hardly it was light,
While yet the power of darkness held
Dominion o'er the night.

But yet, the east, sun tinted,
Gave promise of the dawn
And as each moment sped its way
A golden light was born.

Still broader grew the flushing
And brighter grew the light,
Till light was in the place of darkness
And day had conquered night.

The sunrise has a lesson
That he who runs may read,
There's always brightness somewhere
To help the darkest need.

The sun is always shining
Its brightness aye thesame.
If we choose to sit in darkness
Is the sunshine then to blame?

And since there must be shadows.
For always it is so,
Just see the sunny side of things
And let the shadows go.

Traces of Humor.

The world may have changed with the centuries that have rolled by, and the ancients may have differed from ourselves in many particulars, but it is certain that they were moved to mirth by precisely the

same impulses as we, and were equally fond of laughing at and ridiculing each other at every opportunity. We find abundant evidence pointing to this fact in the remains of ancient art, both in sculpture and in painting, and often in the rude drawings made upon the walls in idle moments by people of past ages. The ancient classical literature, too, is frequently marked with veins of keenest wit, which is especially abundant in the oldest Greek works.

In reading the more common classic writers we often meet with humorous and witty passages, of which the irony and sarcasm of Cicero, together with the satire of Horace, are perhaps the most prominent, although there is no writer in whose productions something of the sort is not occasionally to be found. The revelations made by excavations of Pompeii and other buried cities, have brought to light many comic representations of dwarfs, pygmies, beasts and birds engaged in performing the ordinary labors of men. An interesting example of this form of caricature is the picture of Æneas making his escape from Troy, supporting his aged father upon his shoulders and leading the "boy Ascanius" by the hand. This scene has been vividly impressed upon the minds of all who have labored with Virgil's description—the filial affection of the heroic Æneas for the feeble old man, and the trusting confidence with which the boy follows his father through the tumult to a place of safety. But familiarity breeds contempt, and as we often see the "Father of his Country" and his experience with the cherry tree irreverently ridiculed in some absurd drawing, such was the fate of the story of Father Æneas. The Pompeian perceived something ridiculous in the too familiar exploit of this hero as represented in serious art, and changed the faces and figures into those of beasts transformed into men resembling dogs more than anything else. Anchises is perched upon the shoulders of Æneas, still carrying the box of treasure, while the boy "with unequal paces" is led behind. There is a ludicrous aspect about this group that is difficult to describe, and it cannot be denied that the device of employing the heads and bodies of animals in caricature still retains a power to excite laughter, when we sit down to enjoy our weekly *Puck* or *Judge*.

There is a different style of caricature in the vividness with which Horace presents to the imagination the pictures of character which his verses portray. A great scholar has said of his works, "A genial humor plays over his verses and a kindly wisdom dignifies them." Let us take as a sample, one of his satires in the third book in which it was his general aim to expose the prevalent folly of the men of his time in their various tastes and pursuits. The miser Opimus is disclosed "poor amid his hoards of gold"; so avaricious and pinching that he has reduced himself to the last stages of starvation, while his triumphant heir engages himself in ransacking the house for the secreted wealth. The doctor shrewdly devises a method of reviving the old man. He orders a table to be brought into the room and the bags of glittering coin to be poured out, and sets persons to counting the hoarded treasure. This appalling spectacle proves too much for the old man's miserly rapacity and he rouses up, whereupon the doctor urges upon him the necessity of taking nourishment, if only to frustrate the designs of his preying heir. But the miser only asks the cost of the meager dish of rice set before him, and being told that it cost but a trifle, demands "How much?" "Eightpence," is the answer. The thought of this extravagance staggers his stingy soul and he sinks back exclaiming "Alas! what matters it whether I die by disease or by plunder and extortion?"

(There is strong similarity in this to the familiar story of General Dawson's lazy Virginian. It will be remembered how he got so lazy that the grass grew over his shoes and that he put out one eye to save the trouble of winking when out gunning; how, to relieve the community of such a burden the neighbors decided to bury him alive, and the funeral was proceeding when the general remonstrated with them and proposed to donate a bag of corn if they would let the victim out. At this point the lids of the coffin opened slowly, the lazy man languidly sat up and inquired, "Is the corn shelled? "No, not shelled," was the answer. "Then," said he as he lazily lay down, "go on with the funeral.")

Horace's poetry furnishes many examples of this style of humor. In another of his satires there is a sentiment that is not unparalled in modern times. It is in the time of a great Roman festival when everyone, even the slaves, ceased from toil and joined in the universal celebration of the Saturnalia. The slaves also enjoyed freedom of speech, even to the abuse of their masters. Davus, the slave of Horace, takes such an opportunity to reproach his master and criticise his poetry. His remarks have been thus translated by some admirer of this great master of satire. "You praise the simplicity of the ancient Romans; but if any god were to reduce you to their condition, you, the same man that wrote these fine things, would beg to be let off. At Rome you long for the country, and when in the country you praise the distant city to the skies. When you are not invited out to supper you extol and hug yourself that you are obliged to drink with anybody abroad. As if you ever went out upon compulsion. But let Mæcenas send you an invitation for early lamplight, then what do we hear? 'Will no one bring the oil quicker? Does anybody hear me?' You bellow and storm with fury. You bought me for five hundred drachmas, but what if it turns out that you are the bigger fool of the two?" It will require no comment to show how well the foregoing would apply to the people of the present day.

The principal characteristic of the witticisms of the Roman prose writers is that translation seems to mar their edge to such an extent that it is hard to appreciate them. The attempts of Cicero and Cæsar at a jest amuse us because we recognize the attempt, and we are lost in surprise when we find how miserable are their jokes. Every reader af Cæsar remembers the place in the forty-second chapter, which he has branded as a witty remark made by a brilliant soldier of the tenth legion. This passage never fails to interest students, and when rendered in class always produces a marvellous stillness as everyone with unwonted attention listens—to hear the professor explain the joke.

Greek wit is more apprehensible. Many are the extracts from the sayings of the old philosophers that are still everday maxims. So likewise live their pithy jests, and a great number of the humorous stories familiar to our language have been translated from the Greek, to which their source is distinctly traceable. Even though it shines through the mist of translation there is a brilliancy to Grecian wit that is unmistakable. A few of Paley's translations from the less common writers will suffice to illustrate this. Socrates was asked whether it were better to marry or not to marry; or, as we would put the question, "Is marriage a failure?" His reply to this question, which has been discussed by the people of at least two thousand years was, "Whichever you do, you will regret it." And he seems to have spoken from experience, for his wife had the reputation of being a most ill-tempered shrew, and if she

lived in these days would probably make a vigorous advocate for "Woman's Rights." One day after soundly scolding him, Xanthippe ended by throwing a bucket of water over Socrates. His patience was not in the least disquieted, nor were his wits dampened, as he remarked, "I told you Xanthippe would bring rain after thundering."

Diogenes saw something ludicrous in observing the city of Myndus, which was small but had large gates, and he exclaimed, "Ye men of Myndus, if you don't shut your gates your city will get out." Perhaps those who have lent money to friends without hope of seeing it again may find consolation in the following: Aristippus was asked why he borrowed money of his friends. "Not for my own benefit," he responded; "but to teach them the proper use of is." The Greek religion was often made the butt of their jokes. Once a snake having twined itself about a key, which was declared by seers to be a portent, Leotycidas remarked, "It would have been more of a portent if the key had twined itself around the snake."

As a closing example, a free translation from Niarchus is a bad hit on physicians:

"No; Pheidon never dosed me,
Was never at my side;
But when fever came,
I thought of his name,
And that was enough—I died."

—*Phœnix Echo.*

F. B. S. Providence, R. I.

An extract from a letter received this summer—"Farming is discouraging work this summer. Our cabbage plants grew so fast the other night that they threw the blankets all off the hot-bed. It got so cold before morning that they had to get up and run up and down the walk to keep their feet from freezing. This knocked them out of a week's growth and now my hopes are blasted. So are the cabbages."

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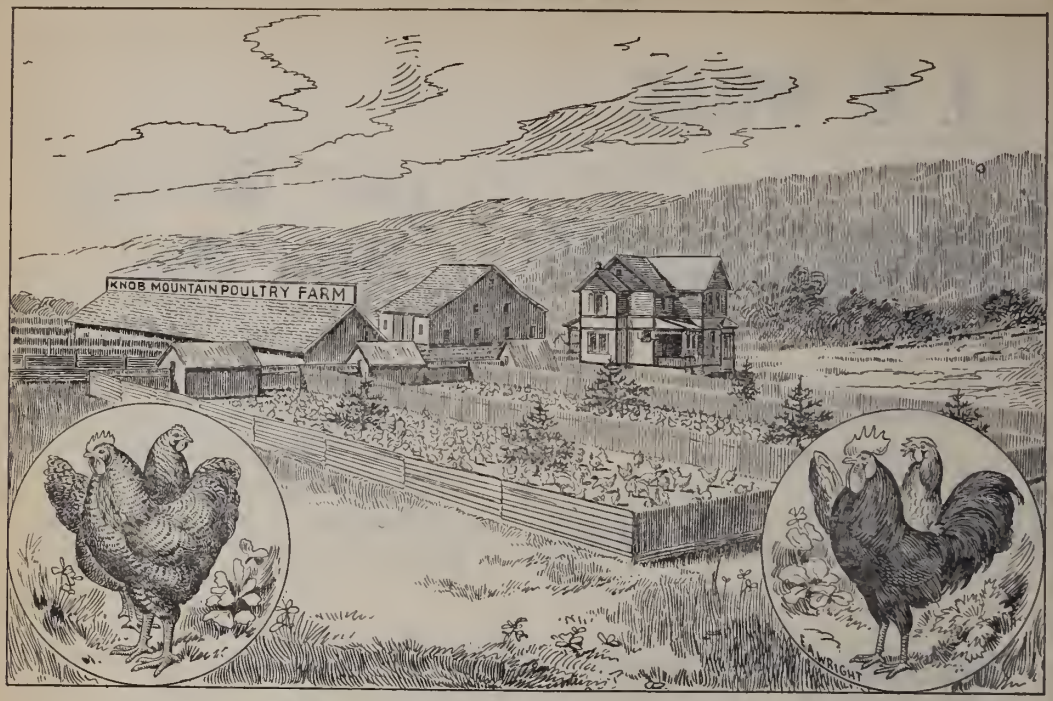
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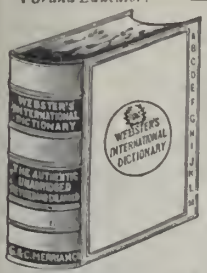
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VOL. II., NO. 1.

THE

B. S. N. S.

QUARTERLY.

MARCH, 1895.

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THE

B. S. N. S. QUARTERLY.

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A publication of the Faculty and Students of the Bloomsburg State Normal School, devoted to the interests of the School and of Education in general.

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How the weeks do fly! One year ago we were issuing QUARTERLY No 1, with many misgivings for the future. Again we issue a No. 1, but it is of Volume 2, and our misgivings are things of the past. THE QUARTERLY is no longer an experiment, but has come to stay and take such place in the Normal life as it may merit. Its success or failure will still depend, as before, upon the assistance given us by our readers in the form of subscriptions and contributions to our pages, but viewing our reception in the past, we feel no doubt about the future. We ask our friends of last year to renew their expired subscriptions and those who read this and do not have their names upon our books we ask to send a quarter and be enrolled among a goodly company. An adequate return will surely follow and old Normal will feel the encouragement of your appreciation.

Everybody is busy at the Normal. That is easy to say, but just how much it means is not so readily evident to the casual observer. It means, however, that on Normal hill, where young lives are being trained to face the stern realities of the world, the best examples of industry and application are to be observed in teachers and students alike. Habits once formed are difficult to eradicate and the habits of industry acquired at school are of lifelong benefit. Life at Bloomsburg, while by no means dull or without its due share of amusement, keeps its object, progress, ever before the mind of its students. Our year thus far has been a most successful one, and the indications for the coming term show that Bloomsburg Normal is popular among those who are interested in gaining an education for themselves. New buildings, new facilities, new equipments show that our school understands the needs of the times and is ready to adapt itself to them. As a result, it makes of its students teachers who will be up with the times, not back numbers.

A prominent man recently said: "Even the most many-sided men, the broadest and most varied thinkers, best know the specialties in which they are strong, and know, as well, that beyond these they are relatively weak." We see this truth illustrated in our midst every day. One student may have a fondness for the languages, another is especially strong in mathematics, another takes naturally to the sciences, or to music. The point of the whole matter is this: We must find our talent and then work with all our energies in that direction. Very often the man with one talent accomplishes more than the one with ten. He gets into his life work earlier and sticks to it better than the man who drifts from one thing to another and never concentrates his energies.

Pedagogical.

Methods of Primary Reading.

THE PHONIC METHOD.

This method did not originate among us, but was brought here from some of the countries of the old world whose languages are nearly free from the anomalies and inconsistencies which burden English orthography. In Germany and some others of the countries across the Atlantic, this method was in some form or other and to some extent employed nearly a century ago. It must not however be assumed that this method, in the synthetic or spelling form, is that of the Germans. Such an assumption would belittle their knowledge of pedagogies and of psychology. Diesterweg, in Praktischer Lehrgang, published in 1830, speaks of word and of thought reading, laying special stress upon the latter. He says a pupil should not be permitted to read a sentence unless he knows what all its words mean; and he attributes poor reading to the failure of teachers to insist upon this. He emphasizes the importance of daily word repetition to make word recognition automatic. Failing to make the recognition of words automatic is a common fault of teachers at the present day.

Instead of having had a regular or fixed form, the phonic method has had nearly as many different forms as it has had advocates. Some taught it analytically, others synthetically. Some commenced with the long vowels, others with the short ones. With the vowels they connected consonants to form words. Thus with the short sound of *a* they combined *t*, making *at;* then prefixed in succession *m*, *f*, *r*, *c*, *s*, &c, making *mat*, *fat*, *rat*, *cat*, *sat*, &c. This was followed by a comparison of hard and soft *c*, in *cat*, *cut*, *can*, *cold*, *copse*, with *cedar*, *cell*, *cinder*, *cider*, &c. Fixed initial and terminal combinations, such as *bl*, *cl*, *se*, *sl*, *sm*, *br*, and *ld*, *lt*, *it*, *ip*, *ill*, *in*, were taught as a unit.

The deficiency in the number of letters to represent all the sounds of the language, was supplied, here and here by teachers, in changing the forms of some of the letters. Thus *a* had six different forms to represent its various sounds. This phonetic system, as it was termed, seemed to be quite a success, and by those who saw only with their eyes and heard only with their ears, not with their minds, was declared to be the long-looked-for. But, alas! like all artificial systems, it was doomed to a comparatively short life. It was true that pupils learned to pronounce by it quite rapidly as long as they used the phonetic characters, but when given exercises in the common alphabetic forms, and failing to meet the accustomed changed letters, were helpless. Besides, the method taught only pronunciation, and not reading. Dr. Alfred Holbrook of Lebanon, Ohio, advocated the phonetic method in Normal Methods of Teaching, published in 1860.

To relieve the dryness and monotony of the so-called pure phonic method, teachers here and there, struck by what they considered a happy thought, introduced as

aids to the memory of some of the sounds, the noises of animals—a device that had long ago been ridiculed out of Germany. That of the sheep was made to help the sound of *a* in *man*; that of geese, *sh*; that of the cow, *w*; that of the dog, *r*, &c. But these auxiliaries met with little favor among the body of teachers; the more intelligent declared the help childish nonsense, and a system that needed such assistance, unphilosophical and unpedagogical. This happy thought was soon doomed to the same fate as numerous others that had preceded it.

THE SENTENCE METHOD.

This method starts out with reading. It makes the getting of thought the chief thing, and the mere mechanics or accidentals of reading—pronunciation, spelling, &c., incidentals—to be taught with it as helps, but not as the important thing aimed at.

Since this method has largely modified other methods, better perhaps, all of them, directing the attention from the beginning to the thought instead of its accidentals; and since the majority of persons who speak of the method have little acquaintance with it as it was developed and taught by its authors, James Johonnot and George L. Farnham, the latter Superintendent of Schools at Syracuse and Binghamton, N. Y., I will let Mr. Farnham speak for himself as he has explained it and the principles upon which it is based, in his book, The Sentence Method of Teaching Reading, Writing and Spelling.

"In his experience as teacher and superintendent of schools, it became evident to the author, many years ago, that there was something fundamentally wrong in the ordinary methods of teaching reading, writing and spelling. Viewed from the stand-point of economy, the result bore no just ratio to the time and effort devoted to these branches; and viewed from the stand-point of education, the first years seemed imperfect and unsatisfactory. This conviction, which he shared with many teachers throughout the country, led to examination and experiment.

"In 1858, the phonetic system was introduced into the schools of Syracuse, N. Y., and for a time it was thought the true method of teaching children to read had been discovered. After a trial of five years, however, it was seen that while pupils learned to read by this method in much less time than usual (by the alphabetic), and attained a high state of excellence in articulation, their reading was nearly as mechanical as before, and few of them became good spellers. The two systems of analysis, phonic and graphic, had so little in common that permanent confusion was produced in the mind.

"The *word method*, next tried, was much more productive of good results than any that had preceded it; yet by this method words were treated as units, independent of sentences, and reading almost of necessity became a series of independent pronunciations, perpetuating the mechanical results of the old methods.

"These experiments and their results led to further investigations, especially in the line of psychology. From a close observation of the action of the mind, and of the relations of language to thought, it was seen that the unit of thinking is a thought, and that therefore the unit of expression is a sentence. The obvious deduction was, that the sentence ought to be made the basis of reading exercises.

In 1870, a series of experiments was instituted in the schools of Binghamton, N. Y., to subject this theory to a practical test. The results far exceeded expectation in the direct teaching of reading, spelling and writing, and led to other results in awakening mind and in influencing conduct which were unexpected and gratifying. It is safe to assume that the problem, how to teach these branches successfully, has been solved.

"In our educational processes we have but to ascertain the manner and order in

the use of intellectual faculties and powers in performing real life work, and then guide and direct the study of youth, that they may acquire the use of their powers in the same manner and order.

"Some years since, while engaged in a business that brought me in contact with large numbers of literary business, and professional men, I instituted a series of inquiries in regard to their habits of reading, writing, and spelling.

"In regard to reading, I found that most of those who had learned to read in school were slow readers, pronouncing the words mentally, if not aloud. Many found it difficult to take in the author's meaning without pronouncing the words audibly. On the other hand, those who had learned to read at an early period before attending school, and many could not remember the time they could not read, were rapid readers. Their eyes would pass over the page with little or no consciousness of the words, and they would take in the thought of the author much more rapidly than if the words were pronounced. These persons had acquired the art of reading without conscious effort on their part or on the part of others. Such persons could always spell, and they were able to detect a misspelled word in the most rapid reading. They, also, were usually fluent readers.

"The method here presented is not merely theoretical. It was elaborated after careful study, and then subjected to experiment and correction, and as here given is such as has survived the ordeal and has borne abundant fruit.

"It is scarcely possible to exaggerate the importance of correct silent or eye reading, of the ability to look over the written or printed page, and with the least possible consciousness of the words used, fully to comprehend the thoughts expressed.

"The object in teaching should be to make every pupil an eye reader, to give him the ability to look directly through the written expression to the meaning, or to at once detect the unknown elements that prevent the accomplishment of this object.

"The ordinary function of the eye is to take in the visible characteristics of objects. This is the use to which all children have become accustomed, and they form judgments in accordance with perfect confidence. The knowledge so obtained is direct and tangible. With hearing it is different. While the ear recognizes sound as sound, it has been accustomed from the earliest period to recognize thought through the sound of oral language until the thought becomes primary in one's consciousness, and his sound of the language secondary. Indeed, language becomes so purely representative of thought that, as sound, it scarcely appeals to consciousness. Speech, objectively considered, is only a combination of sounds uttered in quick succession, having not the slightest resemblance to the thoughts represented; but by the child it is understood with exactness and precision. The whole complicated process is matured without effort, and without the intervention of teachers.

"To make the eye perform the office of the ear, and the hand that of the organs of the voice, is the problem that presents itself in attempting to teach a child to read and to write. The vital point is so to change the function of the eye that it will look upon written or printed characters, not as objects to be recognized for their own sake, but as directly calling into conscious being past experiences, and so becoming representative of thought. All the efforts of the teacher should be directed to this end.

Principles to be observed in teaching written language: 1. Things are recognized as wholes. 2. Parts are recognized while contemplating the wholes. 3. The whole or unit in language is the sentence. 4. Words, as parts of a sentence, are discovered while recognizing the sentence. 5. Letters are discovered while contemplating

words. 6. Language, especially written language, is to be learned indirectly, while the attention is directed to the thought."

The foregoing explains the principles of the "sentence method."

Those who are afflicted with the Pollard System will, in the experiment at Syracuse, see that what to them seems something new, is the resurrection of an old abandoned wreck.

(TO BE CONTINUED.)

MECHANISM IN EDUCATION.

The following on examinations, the Educational Journal of Canada says, is from a pamphlet by a Western writer, Mr. Lewis Freeman:

"These examinations are all addressed to a system of formalized and drilled-in knowledge, put into definition and set phrase, necessitating only verbal memorized answers, thus destroying the breadth, vitality and freedom of the teacher's work.

"To these examinations is affixed a numerical valuation of knowledge, a per cent. system which is the bane of all true education. Its tendency is toward drudgery, narrow work, brutality, cheating, jealousy, loss of temper, want of self-control, nervous irritability and selfishness on the part of the teacher; it harms character-building, prostrates health, and prevents true education being carried on.

"Those examinations destroy broad teaching. The definite number of questions, their narrow character, their adaptation to numerical valuation, and their leaning toward formal and prepared answers, all force the teacher into rut work. Explanation, analysis, vivid description, pictorial illustration, incidental interesting knowledge, are all wasted here. Only 'what will pay' in per cents is taught in the boldest and most succinct form.

"They limit the amount of work which otherwise could easily be done, and thus induce a great waste of time and effort. Haste is made over the prescribed course, which is generally finished in about two-thirds of the interval between examinations, thus giving the remaining third for review and drill. In this latter useless routine of stationary work the animus of study is lost and the pupil, as has been said, 'is simply marking time.'

"These frequent examinations prevent and pervert natural growth. The knowledge gained by hot-house memoriter work is not retained, digested, assimilated, or reproduced. They lead to superficiality, disgust at learning, and mental indigestion. Organized uniformity, and stereotyped monotony are not good soils for growing brains. The eternal cramming and tortures of our schools is not growth for life and duty, and this examining and examining is the gardner who is always showing us the roots of his growing plants to prove that they are growing. No abiding training for after life; no habits of self-help, self-activity, or self-acquired knowledge, remain from it."

The writer of the foregoing might justly have said that the poorest teachers are the most exacting in their examinations. They seem to take delight in giving their pupils tests to show them how little progress they are making in their studies. But, poor, deluded schoolmasters! the examinations expose the teaching much more than they do the shortcomings of the pupils.

Teaching by imposition is still resorted to by incompetent and unwise teachers. They assign more work than the pupils are capable of performing in the time at their disposal; and when the latter, at the recitation, fail to measure up to the unreasonable demand made upon them, they receive a round of abuse "to make them feel cheap." Such teaching is discreditable, without saying anything of its moral influence.

What has become of "mental arithmetic?" When it first found its way into the public schools it came in the form of a "craze," carrying the day against every-

thing that came in its way. The most extravagant claims were made for it. Its possibilities were represented to be almost unlimited, and any one who did not acquire a knowledge of the subject as it was presented by the authors of the little manuals, no matter what his other acquirements might be, was considered imperfectly educated. So much stress was laid upon the subject as a school exercise that it was not an uncommon thing to find schools in which mental and written arithmetic were taught as two different subjects. But when the "craze" had spent its force and dethroned reason was allowed a hearing, it was found that arithmetic had usurped the time of other important subjects. To remedy the evil, mental arithmetic as a separate study was ruled out. But evidences are not wanting to show that the ruling has in most schools gone too far, omitting it altogether. As a consequence arithmetic is mostly taught mechanically, according to formulas. Pupils can scarcely work anything, no matter how simple, without pencil and paper. Even in such a problem as getting twenty per cent. of a number, they are obliged first to get one per cent. and then twenty, instead of at once getting one-fifth of it. Mental arithmetic should be combined with written in every recitation.

An erroneous notion prevails in some quarters concerning class teaching. It appears to be assumed that classes of pupils, no matter what their age or grade, should be of the same size; that is, that a class of advanced pupils should be no larger than one of primarians. In accordance with this assumption advanced pupils should be treated in the same way as children, each receiving individual instruction at every recitation. On this assumption, too, young men and women seventeen and more years of age should be stuffed, one at a time, like geese prepared for the market. But teaching, in the best sense of the term, bears no resemblance to stuffing; it is more like feeding, and who, with a large number of geese or fowls, would feed them one at a time?

It should be taken for granted that young men and women, having passed the periods of childhood and youth, have brains sufficiently developed to be held responsible for whatever, bearing upon the subject under consideration, is said or done in class, either by teacher or pupils.

Adolph Klanwell, a noted German writer on education says: "Until sixty years ago the whole elementary instruction in many schools in Germany consisted of nothing but exercises in reading. Reading was the teacher's sole aim, and teaching it his only skill. No better or surer method for mind-killing could have been devised than the synthetic. No wonder that at the time no other teachers were looked upon by their pupils with so much contempt as those of the elementary schools.

"What is the shortest time in which you can teach children to read? was the all important question asked by the teachers of the old stamp. If the time was short, the teacher and his method were respected. No other questions were asked.

"How is it now? How above all in Leipzig? The children in our elementary schools also learn to read, and even better than formerly, for they learn by natural methods and consequently read with more intelligence. But reading is no longer either the only or the main thing, but only a part of it. We aim to train the child to the use of all its powers, physical, intellectual, moral, and spiritual. We make every effort to get at the child's inner life, and to do this we make use of all the means of education and training at our command."

Would it not be well for primary teachers generally to take a hint from the foregoing quotation and "make every effort to get at the children's inner life," developing it in accordance with its own laws, instead of, as is generally done, hurrying the children along by unnatural, artificial processes until

they are almost reduced to the stupidity of automatons? Primary teachers must get their psychology from children, not from books.

Teaching is usually spoken of as a profession, but when one sees how it is practiced he fails to notice anything of a professional or scientific character about it. As it is generally pursued it consists of little more than assigning lessons and hearing them recited. No discernible effort seems to be made to adapt the tasks to the pupils' condition of mind or ability. If this state of things is to continue, Normal Schools are useless, for the hearing of lessons can be taught in high schools and academies.

But there is no excuse for quackery; teaching can be done scientifically. Its principles can be acquired and applied by all who have the mental power to dig down to them and the patience to make the subject a daily serious study. It is true that this study will at first not afford as much pleasure as the reading of novels or poetry, but the satisfaction that will come from intelligent and successful instruction, will in the end more than compensate for this.

On few subjects do so many and such preposterous ideas prevail in some heads as on that of the training of teachers. A few lessons from some book, Fitch's Lectures, for example, and several hints and "pointers" are believed sufficient to prepare a novice for a successful career of practice. If he has taught public school, the case is simpler still; then all that he needs fully to equip himself for his apprenticeship, is a few suggestions. Such novel ideas remind one of the time when the earth was new and knowledge rare.

Let any person compare the preparation for the practice teaching by means of suggestions and pointers, wise and otherwise, with that of following general guiding principles, and he will not require prophetic vision to tell what the difference in outcome must be.

What is the matter with the so-called advanced reading? It seems to have reached rock bottom. The pupils in our schools know the pronunciation and meaning of the words, yet cannot read sense. They hobble over the sentences and read nonsense, and their teacher, in many cases, can do no better. A remedy is urgently needed.

It looks very much as if the Scotch psychology had seen its best day in this country. Some teachers still occasionally read it, speak of its value to the teaching profession, but in every recitation violate even its plainest deductions.

"The highest method of school-work is the method of investigation."—*U. S. Com. of Ed, Wm. T. Harris.*

By understanding too much, we accomplish too little.

There is no special psychology for every trade or profession.

WM. NOETLING.

A Retrospect in Geography.

TO SERVE AS AN INTRODUCTION TO SUBSEQUENT PAPERS.

If one who makes a specialty of geography were to claim that of all the subjects ordinarily found in a public school course, this branch is in general, the most poorly taught, he would doubtless be met by the special students of other branches with similar claims as applied to their pet subjects.

It is not the purpose, however, of this paper, nor of any that may follow, to indicate an "*only way*" in this most fascinating study, nor yet to claim that what is or shall be offered, will be in any sense an "*entire revelation*" to every teacher; but rather to suggest such an order of study or perhaps, of development, together with such "*helps*" as may be thought indispensable to a lively interest in this subject.

It will certainly be admitted that very many teachers have no higher conception of the realm of this delightful study, than to

ask with rigid routine, the set questions of a text book, and who, when the pupils have answered these questions with strict adherence to the exact wording of the text, feel that they are following in the very footprints of a Von Humboldt, a Guyot, or a Froebel.

There come frequently to the writer's memory, the recollections of his first efforts in geography, that is, as the subject was then usually understood. We had "begun school" for our fourth term and had a *book* in *geography*. The teacher as viewed from the moral standpoint, was a grand and noble woman, but she seemed never to have understood, for surely in her teaching she never applied the underlying principles that should control all teaching.

Seated upon a great high stool behind a great high desk, and having open before her a great atlas—for no teacher then dared to attempt a recitation without the open book—she began our first lesson in geography with: "What is geography?" Promptly came the answer: "Geography is a description of the earth's surface and its inhabitants." What "description" meant we had not the least idea, nor was it thought necessary that we should have. Who the "inhabitants" were, or whether they belonged to this or a future life, was never questioned. And that we walked daily upon the earth's surface, or that the beautiful hills and valleys, fields and forests, meadows and uplands, all about our little school house, helped in any way, to make up this wonderful old earth, and were in reality a part of its surface, was never even hinted at. Thus we went on saying that the earth is composed "of land and water, that "three-fourths of the earth's surface is water and one-fourth land," we defined capes, islands, bays, straits and peninsulas, and were never once taken to the creek, within a stone's throw from our school house, to be shown the real little islands and capes, upon which we on the hot summer days, found much childish delight in playing.

And in our further work as the "days and weeks dragged wearily on," we sang—the teacher presiding at the organ—the miles of all the larger rivers of the world, the mighty Amazon, the dreaded Ganges, and the quiet Nile; we scaled *in feet*, the towering summits of Potosi, Chimborazo and Konjakofshi; we drawled in rhyme, the states with their boundaries and their capitals, and we comprehended not but that these were mere black lines and dots upon the map.

And thus "we labored on," and at the end of each month received for what they thought we knew, a "*reward of merit*," in the shape of ninety-five per cent. and the real bright boys and girls were sometimes given one hundred per cent.—whatever that may mean.

As to the points of the compass, they were never mentioned except as we had occasion to use them in bounding a state or county. Then north always meant toward the top of a page, east the right hand side of the page, and so on. Indeed, there were some of us who from the habit of studying with our books standing on the edge, come to think of north as toward the zenith, and of south as toward the floor of our school room. And from this teaching (?) there was one boy on being asked where all good boys go when they die, said: "North," meaning, we suppose, to heaven.

As to occasional excursions into some by path of nature to learn of "plants, and birds, and humming bees," these were all unknown. And if the teacher peradventure, ever wished she might do so, her hopes were blasted 'ere they were formed, for to the average parent and director of those days, getting an education meant bending over an open page, the eyes pouring in apparent attention, over the *words* it contained.

But we need not prolong this negative

side of our purpose. All teachers will read "between the lines" the thought we have. Let us then, in a subsequent paper, suggest what perhaps even now is to many "a better way."

The Art of Teaching.

Since it has been said that "Education is the science of human development," and that "Teaching is the art of promoting human growth," it seems eminently fitting that we make diligent inquiry of this art that has for its *objective*, the securing of a healthy condition of growing in the human being.

That there is a science of education seems generally to be admitted, although there are those who seem by their writings, to say that there is no such science.

These last seem to rest their argument on no other ground than that we can find no science whose generalizations will fit the concrete case in every act of teaching; that there are times, or special conditions and pecularities that no principles can anticipate.

That there is an art of teaching seems also to be generally admitted. Yet, judging from actual results as coming from the average school-room, how few teachers there are who seem to have comprehended in its fullness what it really means to secure in each child each day, a condition of healthy growing—a condition of maturing rather than a simple accumulation of unrelated facts.

To give evidence that one does not have an intimate and usable acquaintance with teaching, as an art, means, at least, that he recognizes certain great fundamental laws or principles which control all human development. He recognizes also, that no application of these laws through concrete work, in any act or process of teaching, as applied to any individual pupil, is at all like that employed in any process of teaching, as applied to some other individual pupil.

That is to say, that while every pupil is in a certain general sense, like every other pupil, yet the teacher "in fulfilling the divine art of teaching," annuls all generalities, forgets all abstractions, and seeks only for the peculiarities in this particular child. And this for the reason that she may so adapt the teaching process as to call forth vigorous and healthful activity in every part of the child's nature.

Too much regard is given to what one does, rather than to how he does it. The question should be: "Am I consciously controlled by universal law in every teaching process?" Some one has said that the whole sky of truth bends over each recitation, and that the teacher needs but climb Sinai to receive it.

It ought not to be necessary in these later times, to say that teaching is a purely mental, and not a mechanical process. And yet one is forced to this remark, when we notice how much is hoped for by so many teachers, from purely mechanical means or devices. True, every act of teaching has its mechanical side, but this is not its superlative one. Teaching is not the carrying out or fulfilling of external forms—the calling the roll, controlling the sports, making out schedules and reports, and the like. "The first view of school work is that of a formal external process; and it requires reflection to penetrate through the 'letter which killeth,' to the 'spirit which maketh alive.'"

The teacher may explain, and formulate, and diagram, and bring to bear every manner of device in the preparation and presentation of his subjects to his pupils, but the learning of these subjects by the pupils is quite a different thing. In just so far as the teacher is thoroughly conscious of the mental movement in the child, and bends all instruction to the variations and capabilities of that movement, is he really teaching. Otherwise his diagram, and pulleys, and levers make up a large part of the "let-

ter" that "killeth." If, however, the teacher will always first "know, and feel, and will" in all things wherewith he hopes to call forth corresponding activities in the child, then may he really claim to be standing over the child with something of the "spirit" that "maketh alive." If, for example, he purposes to have his class appreciate fully the fact that the central thought of the beautiful poem Evangeline, is "the self sacrificing devotion of woman," then he must first have appreciated that fact most clearly; or, if he desires to have them think the position and general environment of the Emerald Isle, together with the causes that make them as they are, and the possibilities of climate, soil, products, occupation, and industries that grow out of these causes, he must himself first have thought all these things.

A teacher cannot possibly cause to pass into a child's fullest comprehension any experience which he has himself not first experienced.

C. H. ALBERT.

(TO BE CONTINUED.)

Alumni.

The QUARTERLY desires to hear from all Alumni of the Institution. Please consider this a personal invitation to let us know all about yourself and all you can tell us concerning your classmates. Address all communications for this department to G. E. Wilbur, Lock Box No. 373.

'70, Funk, Nevin U., finished his College Preparatory Course at B. S. N. S., in June, 1870, and entered Princeton College in the fall of the same year, graduating in the class of '74 with the degree of A. B. During the year 1875, he attended the Columbia Law School of New York City, registered as a law student in the office of Hon. C. R. Buckalew, and was admitted to the Bar of Columbia County in 1876. He has built up a large and lucrative practice. He is now in his third term, of three years each, as trustee of the Normal School and takes an active interest in all that pertains to her welfare, serving on the committee on heat, water and light. He is one of the directors of the Farmer's National Bank of Bloomsburg, and also of the Land Improvement Company of which he is the secretary. He was for eight years treasurer of the School Furnishing Company of Bloomsburg. He is a member of the Reformed Church, of which he is elder and trustee. In 1881 he married Miss Mary Elwell, a daughter of the distinguished jurist, Hon. Wm. Elwell, who was for many years the honored President of the Board of Trustees of the Normal School. They have a beautiful home near the adjoining village of Espy, and are reasonably proud of their three children.

'70, Woolsey (Chambers) Elsie, is married and lives at Colorado Springs, Colo. Address box 700. In addition to other interesting items she says: "The women of Colorado are preparing themselves for the full right of suffrage, and are registering for the spring elections in the cities. If you would like items of the working of the new law I will send them for your next issue." Of course we would like them. We are for full woman's rights every time—that is for all the rights that woman wants and for the righting of all woman's wrongs.

'71, Aikman, John H., taught in the public schools till 1887. Subsequently engaged in farming and finally came to Bloomsburg and engaged with the School Furnishing Company of which he is at present the secretary and treasurer.

'71, Bartch, G. W. (Scientific Course '79.) We clip the following from *The National Educator:* "Hon. George W. Bartch, Associate Judge of the Supreme Court, and Judge of the Second Judicial District of Utah Territory, is a graduate of the Bloomsburg School. He was born in Sullivan County, Pa., forty-five years ago, and spent the earlier part of his life struggle by teaching school near Dushore, and in this,

as in all things which he has undertaken, was successful. For ten years he was superintendent of the city schools of Shenandoah, Pa."

'72, Speer, Sadie, taught for a number of years in the public schools of the state, and as the Principal of the Model School of the Normal. She now has a pleasant and profitable position as secretary in the hospital at Danville, Pa.

'73, Buckingham, Hugh, followed the profession of teaching, fulfilling all his obligations to the state. He closed his career as a teacher as the Supervising Principal of the public schools of Bloomsburg. He read medicine and is now a successful and prominent physician, located at Phillipsburg, Pa.

'74, Bittenbender, John K., is by nature a printer. For a number of years he was associated with Geo. E. Elwell as publisher and editor of *The Columbian*. He married Miss Allie Kuhn, daughter of I. S. Kuhn, who for many years was an honored and efficient trustee of the Normal School. They have several children, and cultivate a farm in close proximity to the town. John raises the finest melons brought into the market; and the Normalites appreciate both the melons and the prices. A year ago he was elected tax collector for the town of Bloomsburg, and while he makes a very efficient officer has not thus far made himself odious as a publican.

'75, Graul (Chrisman) Martha E., was for several years an active and enthusiastic teacher in the schools of Bloomsburg. There was never any question at the end of the school year, as to her re-election if she so desired.

'75, Evans, Lorena G., is the finest teacher of Mathematics in the Harrisburg High School. Her time is devoted exclusively to that department. She is earnest, painstaking and thorough in all her work. She has satisfactorily filled this position for a number of years, in fact she seems almost indispensable.

'76, Sutliff, Justus, held prominent positions as a teacher in the schools of Luzerne county, before he came to the Normal. He was, however, not satisfied with his attainments, and took the full Elementary Course at Bloomsburg. Although better equipped than ever for successful work as a teacher, his attention was turned to the medical profession. He read medicine, took the regular course in Pennsylvania Medical College and located at Nanticoke, Pa., where he is kept busy as a physician, and is duly appreciated as a man and as a citizen.

'79, Kern, Emily C. writes from Raton, New Mexico, as follows: "The handsome QUARTERLY was such a welcome visitor that I hasten to renew my subscription for the following year. I was especially interested in the news concerning old classmates gleaned from the Alumni department. An old member of the Alumni from the 'land of sunshine' wishes it long life and success."

'79, Moore, Chas. A. taught for a number of years in the public schools, and for the last few years was principal of the Orangeville Academy. He is now county surveyor of Columbia county and has his headquarters in Bloomsburg.

'80, Supplee, Horace G. is general manager and superintendent of the Farmers' Produce Exchange located in Bloomsburg. His success as manager is evidenced by the fact that he is regularly re-elected. He is an active member of the Baptist church and takes a lively interest in the Young Men's Christian Association, of which for the last year he was 1st vice president. He can always be relied upon to support everything that pertains to the moral, intellectual or commercial interests of Bloomsburg.

'80, Creasy, S. Clifton, took special course at the Normal, leaving the school in the summer of 1880. He subsequently took a commercial course at the Wyoming Commercial College, Kingston, Pa., and soon thereafter entered the lumber business in Bloomsburg. In July, 1886, he married

Miss May, the daughter of E. C. Wells, for many years the trusted and honored steward of the Normal School. A few years after his marriage he formed a partnership with his father-in-law, and the firm of Creasy & Wells is well and favorably known throughout this and adjoining states; even shipping lumber to China. Mr. and Mrs. Creasy have had six children, four of whom, three girls and one boy, are living. They have lost two boys, infant children. They now live on West Main Street, but will soon move into the elegant mansion recently purchased of Mr. Paul E. Wirt on the corner of Iron and Fifth Streets. Clif. is interested in every good work of and for the town. He is an active, official member of the M. E. Church; president of the Y. M. C. A., of Bloomsburg, and a member of the town council. At the recent election he was elected Mayor (President of Town Council) of Bloomsburg, carrying by a large majority every election district in the town. In fact he is a man of whom every citizen of the town may be proud.

'80, Butler, Harry C., pursued a special course in mathematics, language and literature. After leaving school he studied law, and was a member of the classes of '84 and '85 in the Law School of the University of Penn'a., being admitted to the bar of Lackawanna County in the latter year. He was for two years, 1887-88, deputy prothonotary of Lackawanna County. Is now practicing law in the city of Carbondale and is counsel for the city school district and also for Fell township. Harry is a member of the Pennsylvania State Society, Sons of the Revolution, being a lineal descendent of Colonel Zebulon Butler, colonel 1st Conn. Regt., of the line, Continental Army, who commanded Revolutionary forces at Massacre of Wyoming. He hopes to visit us next Commencement and will probably be accompanied by Walter Frick, formerly of Lewisburg, Pa., but now the city engineer of Carbondale, Pa. Both will be heartily welcomed.

'81, Hower, Heister V. read medicine and graduated in regular course at Medical College. He has established a large practice and we are informed that it is rapidly increasing. He is married and lives at Mifflinville, Pa.

'81, Morgan, H. Leffard, was for some time the efficient principal of the schools of Wyoming, Luzerne Co,, Pa. He accepted the position of real estate agent of the Scranton property belonging to the estate of the late Hon. Payne Pettibone, and moved to Scranton. He is also principal of one of the grammar schools of that city. Reports say that he is doing work equally creditable [illegible] Normal. His address is No. 1424 Washburn St., Scranton, Pa.

'82, Bierman, Henry, belonged to the class noted for containing only four boys out of a membership of thirty-four—this may, in part, account for so many parentheses occurring after the ladies' names in the Alumni record of the catalogue. Mr. Bierman took a course in medicine in a Homeopathic College in Philadelphia. He is now located in Bloomsburg and is justly popular as a physician. He married Miss Lon Sober, who will be remembered as a former student at the Normal. They have one child.

'83, Karschner, Lloyd W. is now an honored member of the Wyoming Conference of the M. E. Church and is stationed at Sterling, Pa. He has been uniformly successful as a minister. He is loyal to the Normal and always makes us a visit when here. A good example for others.

'84, Harder (Miller) M. Gertrude, performed her duties as a teacher to the satisfaction of pupils and patrons until Superintendent Miller, of Nanticoke, induced her to change her vocation and accept a position as first assistant for life. They have two pupils—boys.

'85, Curran (Morgan) Mary. Cards have been received announcing the arrival at the home of Dr. Morgan, Carlisle, Pa., of Hugh Curran Morgan. Mary makes a model wife and mother. She was a model daughter, friend and pupil. The QUARTERLY extends congratulations, and wishes long life and success to the youngster.

'85, McNiff, M. Katharine (scientific course, class of '89) is one of the successful and popular teachers of the Harrisburg High School. This High School consists of five hundred pupils, a principal, twelve teachers who have pupils seated in their rooms, three who have recitation rooms, and three assistants (French, music and drawing) who are employed only a part of the time. Miss McNiff has seniors seated in her room and has charge of the advanced Latin. The seniors are working at Latin prose composition, and reading their sixth oration of Cicero. The juniors are working at scansion and translating the second book of Virgil. The sophomores are tracing the campaigns of Cæsar in his Gallic wars. This work is very interesting to Miss Katie, since she is especially fond of the languages. That she is a success is not surprising; her pupils are a great source of pleasure to her. The parents and directors are emphatic in expressing their appreciation of her efforts. Her salary is $700, which she considerably increases with tuition from private pupils.

'85, Mickey, Mollie, is a prominent teacher in the schools of Steelton, one of the suburbs of Harrisburg. She is loved as much by the children of Steelton as formerly by the children of the Model School.

'85, Laudig, O. O., is still with the Buffalo Furnace Co., of Buffalo, N. Y., as chemist, &c. He renews his subscription to THE QUARTERLY and says: "Permit me to congratulate you upon the success of 94's issues. They are a credit to Old Normal. He is proud of the fact that Buffalo Furnace broke the world's record for best day and best month in the production of foundry pig iron; the best day being 202 gross tons and best month 7471 gross tons.

'85, Beidleman, H. Howard, (Academic Course, class of '88,) is now in the faculty of the Scranton Business College and has charge of the work in grammar and composition, physiology, geography, history and civil government.

'85, Ensminger, Martha K., is married and lives in Springfield, Illinois. We have not obtained the name that belongs in the parenthesis.

'85, Houser, J. C., taught his two years and then continued his studies at college. He was principal of schools at Bedford and also at Lewistown, which position he resigned to accept the more lucrative one of supervising principal of the public schools of Danville.

'86, Koser, Josephine, is doing excellent work as a primary teacher in the Hamilton building, Harrisburg, Pa.

'86, Murphy, Emma, resigned her position in the Harrisburg schools, last August, in order to accept a fine offer as a stenographer in Philadelphia.

'86, Fisher, Emma, is enjoying a well earned reputation as a primary teacher in the Reily building, Harrisburg.

'87, Yetter, O. H., is principal of the grammar schools of Catawissa, and so far as we have heard, is proving satisfactory in every respect. Orval has more than a local reputation as a bass singer, and as such is in great demand. He married Miss Minnie Creasy, a former student at the Normal. They reside in Bloomsburg.

'88, Wendt, Mary L., is teaching at Lewistown, Pa. She reports a splendid year and says the outlook is very promising.

'88, Chrisman, M. Bertha, is one of the teachers in the Hamilton building, Harrisburg, doing good work in the primary schools.

'88, Hassinger, (Harbaugh) Jessie, has been teaching since leaving the Normal;

but, as she expresses it, "has gone and done it, given up teaching to get married." She seems to have some doubts as to the endorsement by the B. S. N. S. faculty of her course, so the faculty, informally assembled, passed unanimously a resolution of approval. She married Prof. A. J. Harbaugh, Dean of the Academic Department of Ursinus College, located at Collegeville, Pa. They live in the Academy with college and seminary on either side. She says: "It does seem so much like old times and brings back the memory of the pleasant days at Old Normal."

'88, Jones, Bruce T., in August of same year in which he graduated, accepted a clerkship for the Pennsylvania R. R. Co., at Mifflin X Roads, Pa. At this station they weighed the coal for Coxe Bros. & Co. After four months service he was advanced to chief clerk and assistant weigh master; he filled this position for three years when he was placed in charge of the baggage department of the Penna. R. R. and Lehigh Valley R. R. at Shamokin, Pa., and in a short time he was selected as chief clerk in the freight department for these two roads where he remained for three years, leaving there to take the passenger, baggage and freight agency at East Bloomsburg, and to be the city solicitor for the Penna. R. R. Company in the town of Bloomsburg. The business is rapidly growing and Bruce is able to take care of it just as fast as it comes.

'89, Ryan, Ella, has gained quite an enviable reputation in the city of Harrisburg as an excellent teacher and a fine disciplinarian.

'90, Drake, Alice K., is a professional nurse in Philadelphia.

'90, Major, Almira, is taking the course of professional nurse in training school of the Orthopædic Hospital in Philadelphia.

'91, Sullivan, Margaret, received this year a very desirable promotion in the annex of the Maclay building, Harrisburg, Pa.

'91, Hess, Elmer E., is doing excellent work as principal of schools at Cowan, Union Co., Pa.

'91, Crobaugh, Clarence, entered Lafayette College, Easton, Pa., last fall. He is taking high grade in his class.

'91, Swentzell, Ida M., is finely maintaining her reputation as a teacher at Church Hill, Bucks Co. She is loyal to B. S. N. S., and promptly renews her subscription to THE QUARTERLY. She says: "Next to receiving a letter from home is the receiving of THE QUARTERLY.

'91, McGuigan, Frank A., warmly indorses THE QUARTERLY and is a subscriber. He was admitted to the bar of Luzerne County December, '93, and has developed a practice in one year, that far exceeds his expectations. When in Wilkes-Barre don't fail to call on him; he will be found in room 15, Peoples' Bank Building.

'92, Black, Carrie, is substituting as secretary in the office of the principal of the high school of Harrisburg.

'92, Hutton, Wm., (Academic Course,) is registered as a law student in the office of C. G. Barkley, Esq., one of the efficient trustees of the Normal. He is attending lectures this winter in the Law Department of the University of Pennsylvania, at Philadelphia.

'93, Welliver, May. We clip the following from *The Daily* of Dec. 12: "Miss May, daughter of Supt. G. W. Welliver, of the Bloomsburg Water Co., is attending Teachers' Institute at Danville. She has a school of fifty-two pupils near Danville, and is meeting with marked success."

'93, Zarr, Josephine, is teaching at Stillwater, Col. Co., and has associated with her Mary Frymire, of class of '94. They are meeting with gratifying success.

'93, Bowersox, Kate, says, "I enjoy teaching my boys and girls of dusky hue very much. Even better than the Normalites' delight—the children of the model school."

'93, Miller, J. R., is principal of the Espy schools. The P. O. S. of A. of Bloomsburg, a short time ago, presented a beautiful flag to the Espy schools; from an account of the exercises, in one of our town papers, we take the following: "Mayor Drinker made the presentation, noting the important objects, in a few brief sentences, after which J. K. Miller, the principal, responded in a Hamiltonian manner."

'94, Grimes, Byron J., has charge of the schools at Town Hill, Luz. Co. He is evidently a success, as the directors have been compelled to provide additional desks for his school. He enjoys his work.

'94, Dieffenderfer, J. P., is teaching at Kelley X Roads, Union Co.

'94, Ellsworth, Adelaide, is at West Chester, Pa. She writes very encouragingly of her school and work.

'94, Appleman, Lulu, is teaching near her home, Wellversville, Col. Co. She recently lost her mother. All who knew her will sympathize with Lulu in this sad bereavement.

'94, Woodward, Grace, has a school in Briarcreek Twp. All reports of her work are excellent.

'94, Lewis, Chas. L., received a decided and practical promotion when he was offered the principalship of the schools at Dushore, Sullivan Co. He accepted the position, and his friends say "he is filling the bill."

Among the many visitors who were welcomed to the Calliepian re-union on the 22nd, we noticed the following: Luther B. Broadhead, '92, Anna E. Stair, '92, Edna Cole, '93, Daniel P. Conner, '93, Chas. H. Gascott, '93, Hannah Thomas, '93, Belinda Carroll, '94, Maude Carter, '94, W. Ramsey Darlington, '94, Blanche Davenport, '94, Harry G. Deemant, '94, Margaret Garrahan, '94, Minnie Gernon, '94, Maude A. Gibson, '94, Mary Haggerty, '94, Bertha Huber, '94, Chas. L. Lewis, '94, Josephine Mahon, '94, Mollie E. Mandeville, '94, Sarah Masters, '94, Maggie Palmer, '94, Frank E. Patten, '94, Jno. J. Thomas, '94, Laura Wenner, '94, Mary E. Whalen, '94, also Bessie Smith, '91, and Margaret Lewis, '85.

Local.

We remembered George on the 22nd.

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Prof. (at Callie re-union) "Why Miss H., I am very glad to see you. It seems like old times to see you back. When did you get here?"

Miss H., "Last September, but I was home a week at Christmas."

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This has been a most unusual winter. Plenty of snow has given us ample opportunity for coasting and sleigh-riding, but the smooth ice has all been wrong side up or else covered with snow.

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A male choir of eight voices is one of the latest organizations. They expect to enliven the Y. M. C. A. meetings, as they are all interested in this work.

—o—

Basket-ball has been very popular here this winter. A crowded house has greeted every game. The Normal "Gym." has no superior in this section for this sport.

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It has been of great interest to many of us to note the rapid growth of the employees' dormitory, the latest addition to the numerous buildings on Normal campus. In spite of storms and cold weather, work has steadily and rapidly progressed, and Mr. E. T. Long, the efficient contractor, has every reason to be congratulated for the results.

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The bicycle has not been laid aside here this winter. We have the best of riding upon the running track of the "Gym." You see we do not violate the "rubber soles regulation" either, for our wheels all wear them.

(First student.) "How are you, boys? Just thought I'd drop in awhile to kill time."

(Second student.) "Well, we don't want any of our time killed, do we chum?"

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The contortionist fake was around again this year. He is usually "out of money?" when he gets here. He is good in his line of work, but to the average person it is neither entertaining nor instructive. His positions are unnatural and tend to give a wrong impression of what training the body means.

—o—

No more along the broad highway
We see the maiden fly.
The tired machine is put away,
The bloomers are put by,
But no, she's in the "gym" class now,
The bloomers still are there,
With clubs she now will make her bow
And disarrange her hair.

P. S.—We do not mean to insinuate that this is all she can do with the clubs, but as the machine broke down here we will leave the rest to the imagination of the readers.

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We are looking forward to the 15th of March with a great deal of interest. That is the date set for the gymnastic exhibition. It will be the best, we feel sure, that has been given in this section.

—o—

We wish to make an explanation of why breakfast was so late the other morning. This is, however, strictly confidential; don't mention it to any one. The new cook got too much yeast in the buckwheat batter. The cakes, contrary to regulations, rose before Charlie began to ring the bell and began to wander around in a most disorderly manner. Some time elapsed before they were all corralled and brought in, thus making breakfast late.

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Mr. Housel has reason to be proud of his fine double house on East Main street. It is nearly completed, and is one of the most convenient as well as being one of the most handsome houses in town. He expects to rent his house this year.

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The rapid growth of the music department made it necessary to add another teacher at the holidays. Miss Coburn, of Wisconsin, was secured to take charge of the vocal work. She is meeting with marked success.

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Among those who visited the Normal recently we noticed Miss Persing of Danville, who was the guest of Miss Keffer; and Mrs. Van Horn, of Hatboro, who spent a few days with Prof. and Mrs. Detwiler on fourth floor.

—o—

At the holidays a change was made in the work of the intermediate students. Their whole program of studies, except literature and gymnasties, is in the hands of one teacher. Prof. Albert has charge of this work. All students not in the Model School and who are below the Junior class belong to this department.

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The latest addition to the equipment of the school is a fine Mason & Hamlin grand piano. This beautiful instrument was placed in the Normal Auditorium a few weeks ago. Its rich tones add a new pleasure to the chapel exercises. Piano solos will undoubtedly be a feature of the society program hereafter.

—o—

Fancy club swinging has taken quite a hold upon the ambitions of many of us. It is a very ordinary sight to see the halls well filled with the swinging clubs between bells. There is no doubt of the fact that all sleep better for a few minutes exercise of this kind after nearly three hours study.

—o—

We thought last year the bicycle fever struck us here, and so it did, but as compared with this year it was simply nowhere. With little and big, youth and sober age

masculine and feminine, the question is not, "shall I ride a wheel this spring?" but, "*what wheel shall I ride?*"

The members of the faculty, gathering wisdom from last year's experience, have announced their intention of clubbing together and uniting upon some one of the many best wheels in the market. Consequently agent upon agent, eloquent and persuasive, each representing the only first-class bicycle on earth, has been coming and going for weeks, and the end is not yet.

What the decision will be we as yet know not; but it is safe to say that the Bloomsburg Normal School will soon have more bicycles to the square foot than any sister institution in the state.

Among the many who will ride, we may mention the following members of the faculty: Dr. Welsh, Professors Cope, Detwiler, Dennis, Sutliff, Aldinger, Burdge, Hendricks, and Mrs. Welsh, Mrs. Dennis, Misses Dickerson, Haas, Stump, and Emilie Smith. To this official brigade we may also add the names of Mr. Housel, our efficient steward, and his wife.

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The sleighing which remained with us for two months without interruption was well utilized by the residents of the Normal.

On the evening of January 17th, Mr. Buckalew, with his biggest four-horse sleigh, took the members of the faculty to Danville, where they enjoyed the hospitality of the Montour House. The teachers unanimously voted the party a success. The opinion of the turkey was not ascertained.

Many of the students feeling constrained to follow the example of their instructors, the result was a large number of merry parties, who traversed the country in various directions within a radius of a dozen miles of the Normal.

We have not had our usual amount of good skating this winter, but its absence was in part atoned for by the fine coasting which has prevailed on the Normal Hill. Our friends in the town have been very generous in the use of their double rippers, thus enabling us to enjoy the sport with them.

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There must be something remarkably fertile in the soil of the Normal Campus, judging by the rapidity with which new buildings spring up. The employees' dormitory, situated on the eminence in the rear of the main building, has risen with a rapidity we do not often see equaled in the staid and sober East.

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There has recently been added to the science department an experimental dynamo, purchased from A. L. Robbins Co., of Chicago.

It is a little gem, simple and efficient. It can be used both as a shunt and a series wound dynamo, or, with the aid of a plunge battery, it may be converted into a motor that will fairly hum.

The value of such apparatus in teaching can be fully appreciated only by those who have vainly tried to grope their way through hazy book descriptions of modern electrical appliances.

To say that the teacher in charge is pleased, is putting it mildly.

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A recent product from our laboratory was duly examined, *tested*, and pronounced by those who ought to know as a very fair example of table syrup.

But when told that it but a few hours before existed as a fragment of an old worn-out cotton shirt, they were ungenerous enough to pronounce an emphatic change of opinion. This would seem to be a decisive argument against that oft-repeated saying, "There is no accounting for taste."

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Previous to the holidays, steps were taken by the authorities of the school, to investigate the Pollard system of teaching reading, which has been adopted in many of the schools in this vicinity. In pursuance of

this design, at the beginning of the present term, the trustees engaged the services of Miss Agnes J. MacMollan, of Marshalltown, Iowa, to introduce the work in this school. Miss MacMollan has a class of little people who have not previously attended school, and the progress they have already made under her instruction has been rapid and highly satisfactory. During one period each day she instructs the seniors in the use of the method, including drill in phonics, which is valuable for all, even though they may never be called upon to use the system in actual school work. Miss MacMollan also gives the training to several classes of teachers outside the school, and her services have been in demand for the local institutes.

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At a meeting of the Normal School Principals held in Harrisburg, during the month of December, several changes in the course of study were agreed upon. Hereafter algebra will be completed in the junior, and geometry not begun until the senior year.

It was also decided that in the future no degrees will be conferred at the close of the elementary course. This, however, will deprive no graduate of any privilege heretofore enjoyed, except that of writing the letters B. E. after his name. He receives a certificate good for two years' teaching, and at the end of that time is an eligible candidate for a permanent certificate the same as before.

If, however, he is ambitious to append capital letters to his name, he may earn the privilege, by a year of extra study, which will fit him for a high school position. This added year may be taken at any time, either immediately upon graduation, or after the lapse of a term of years, and will open a much wider field of labor, besides ensuring a more liberal salary to the ambitious teacher.

The Students' Lecture Course opened January 10th with a lecture on "The Great Naval Battles of the Rebellion," by Major H. C. Dane, in which he vividly pictured some of the decisive struggles of the Civil War. This was followed on January 19th by a concert given by the New York Philharmonic Club, which was the finest musical treat of the season. On February 17th Dr. Merritt Hulburd, of Philadelphia, told us about "What You Said Yesterday." The lecture proved to be a very interesting address on the use and misuse of language. On February 28th W. E. Meehan, who accompanied the Peary expedition to the Arctic regions, gave an illustrated lecture entitled "From Greenland's Icy Mountains." One more, "The Czar and His Empire," by Hon. Charles Emory Smith, is yet to follow.

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The course of University Extension lectures which opened here so auspiciously last fall, was interrupted much to our regret by the illness of the lecturer, Prof. Axson, who has been unable to resume his work.

We are glad to learn that a new course is to open March 7th by Prof. Henry W. Rolfe, a son of the noted Shakesperean critic, on "Representative English Authors of the Nineteenth Century." Among the authors to be studied are Charles Lamb, Scott, Thackeray, Carlysle and Tennyson. A preparatory course of reading is laid out for each lecture, and subjects given for discussions and essays. Those who do satisfactory work are admitted to an examination at the close of the course, certificates being awarded to those who pass. In accordance with a suggestion from the lecturer, Students' Associations for reading and study are formed, from which the members derive much pleasure and profit.

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Christmas Vacation at the Normal.

December twenty-first marked the close of the fall term of '94 at the Bloomsburg Normal School.

It was a joyous day in that institution, judging from the jubilant tone of voices and merry peals of laughter heard in the corri-

dors between the hours for recitation, as the students passed from room to room on their accustomed round.

It is possible that a shadow of that overflowing happiness may have crossed the threshold of some recitation room; for, how could four hundred boys and girls settle their minds to the serious consideration of stocks and bonds, radicals, circles and declensions, when every bell and whistle suggested, to them, but the nearer approach to the hour when school duties were to be exchanged for a short visit to the dear old home.

The bell which proclaimed the closing hour, seemed rather the signal for hasty good-byes and preparations for departure. There was a sound of many retreating footsteps and vanishing ripples of laughter; and then—a lull. Another storm of departure; and then—another lull, and so on, until only a little band numbering less than twenty, were left in the great house where were so many a few hours before.

During a lull in the early evening, a few invited guests assembled in the pleasant parlors of Dr. and Mrs. J. P. Welsh to witness the marriage of Miss S. E. Elliott to Prof. J. H. Dennis, honored members of the Normal faculty. The ceremony was most solemn and impressive as performed by Rev. P. A. Heilman of the Lutheran church.

After receiving the congratulations of their friends, the happy pair were permitted to take their departure amidst a shower of rice and good wishes, provided they would return before the opening of the following term. Such promise they gave and kept. At present they are filling two positions in the school, though but one in heart.

Many were the expressions of sympathy tendered those who, for various reasons, had decided to spend vacation in their comfortable rooms at the school, instead of seeking rest and recreation elsewhere.

What with a generous visit from Santa Claus, gymnasium practice, reading, agreeable company, merry games, sumptuous meals and no sounding bells to mark the passing time, they scarcely realized that their holiday was fairly begun when again they heard the sound of many voices and advancing footsteps. Could it be possible—yes surely it was the returning three hundred, who, like a great tidal wave filled the house to its remotest corners.

Vacation's reign was over. She found no sympathy existing between the quiet rest and pleasures she had to offer and the demands of that inrushing multitude; so she, "like the Arab, folded her tent and silently stole away."

Music Recitals.

Since our last issue the Music Department has given two excellent recitals. The first was given on Jan. 31, the second on Feb. 28. As usual, the public showed its appreciation of the good work of this department by coming out to hear the program. A feature of these recitals was the vocal numbers given by Miss Coburn's pupils. Miss Coburn now has charge of all of the voice work, thus leaving Miss Haas and Miss Stump free for the instrumental work which is constantly increasing. The new grand piano gave an additional pleasure to the excellent programs of these recitals. The following is the program for Jan. 31 :

Sonatine, Op. 20, No. 2 KUHLAN
Myrtle Swartz.
Serenade, Op. 30, No. 2..... JENSEN
Edith Maize.
"All in a Garden Fair"..... WATSON
Helen Lawall.
Kindenstucke, Op. 72, No. 3..... MENDELSSOHN
Sallie Zehner.
Sketch of Rubinstein's Life.....
Mame Stair.
Italian Peasant's Dance GOERDLER
Katie Kearney.
Out on the Deep..... LOHR
Mr. A. K. Aldinger.
Caprice..... KING
Gertrude Miller.

Mazurka Brillante.....Wels
Nettie Birtley.

As stated in the beginning of this article, the second recital was given on the afternoon of Feb. 28. On this occasion, as in the former, the pupils acquitted themselves in a very creditable manner. Some of the same pupils took part last term. A decided improvement in their playing is apparent, even to the most casual listener. The following numbers were given:

Air in D.....Meyer
Martha Frymire.
a. Serenata.....Turner
b. Mazurka.....Spindler
Mame Thomas.
"The Outpost".....Cowen
Fred Magdeburg.
Gavotte.....Gerdler
Stella Hughes.
Biography of Franz Liszt.....
Hettie Cope.
Fisherlied.....Lange
Vertie Dix.
"Thine is My Heart".....Schubert
Margaret Andreas.
Spring Song.....Mendelssohn
P. F. O'Donnell.
Polka Francaise.....Kremser
Gertrude Jones and Esther Powell.

Athletic.

The New Athletic Association.

When athletics were introduced into the school a few years ago, each branch was managed by a separate organization. For some time past it has seemed to those most interested that all branches of athletics might be managed by one organization to better advantage than by the old system. Accordingly, on January 9th, a temporary organization was effected and a committee of five appointed to draw up a constitution. At a meeting on February 4th the following constitution was adopted:

CONSTITUTION.

I.

This organization shall be known as the Bloomsburg State Normal School Athletic Association.

II.

The object of this Association shall be to promote general athletics.

III.

All male members of this school are eligible to membership in this Association. The regular dues shall be twenty-five (25) cents per term.

IV.

The officers of this Association shall consist of a President, a Vice President, a Secretary, a Treasurer, and an Executive Committee of five persons; the chairman of which shall act as general manager.

V.

The President, Vice President and Secretary shall perform such duties as usually pertain to these offices.

VI.

The Treasurer shall receive and hold all funds belonging to the Association. He shall be responsible for the collection of all dues and gate receipts. He shall pay all orders drawn upon the Association when duly signed by the President and Secretary; and shall pay all guarantees and immediate expenses attending games, of which he shall present a detailed account to the chairman of the Executive Committee, which committee shall audit his accounts at the expiration of his term of office, or at such times as may be directed by vote of the Association.

VII.

(a) It shall be the duty of the Executive Committee to procure all necessary supplies. In case the expenditures shall exceed the sum of $15 the matter shall be first laid before the Association and regularly approved.

(b) The Executive Committee shall select all teams pending the election of captain.

VIII.

Each team when thus chosen shall elect its

own captain, who thereafter shall determine the make up of the team.

IX.

The officers of this Association shall be elected annually by ballot during the first week of June, and shall immediately assume their duties.

X.

The President may call a special meeting of the Association at any time upon request of five members.

Fifteen members shall constitute a quorum for the transaction of business.

XI.

This constitution may be altered or amended by a two-thirds vote, provided such alteration or amendment be submitted to the Association in writing at least one week prior to its adoption.

The following officers were then chosen: President, Fred Davenport; Vice President, Laubach; Secretary, Patten; Treasurer, Prof. Dennis; Executive Committee, Prof. Aldinger, chairman, Prof. Detwiler, Lewis, Barnard and Worthington.

This new Association manages all branches of sport except tennis, which for various reasons is still run by a separate association.

Basket Ball.

DANVILLE Y. M. C. A. VS. NORMAL.

The basket ball season was opened in the gymnasium on December 13th, with the Y. M. C. A. team of Danville. The Normal team had practiced very little and was not able to put up strong team play. The game was hotly contested however, and the score resulted in a tie of one goal for each team.

SECOND GAME.

On the evening of January 22nd we again had the Danville team with us. The Gymnasium was taxed to its fullest extent to accommodate the large crowd that came to see the contest. Chairs for the spectators were placed upon the running track. The fact that the former game resulted in a tie added much to the interest with which the opening players began.

The Normal Orchestra opened the evening's entertainment with some excellent music which was heartily enjoyed by all.

Time was called at 8:15; Mr. McCoy, of Danville, acting as umpire, Prof. Detwiler, referee. A foul was called on Normal in the first rush, but no goal was thrown.

Fred Davenport had the honor of throwing the first goal, which was followed soon after by one from Moore. A foul was called on Bedea for tripping Young. Aldinger threw the goal. After a few minutes' play time was called for the first quarter.

A very interesting dumb-bell drill was given by the ladies of the Senior class during the interval. The young ladies were heartily applauded for their excellent work.

Time was now called for the second quarter. A curious succession of fouls seemed to mark the greater part of this quarter. Six fouls were called on Danville and three on the Normal during this period.

Danville threw one goal and scored on a foul, then closing the quarter with a score 3 2 in favor of Normal.

Mr. Klase, of Danville, gave a very fine exhibition of club swinging in which he showed remarkable skill.

Time was now called for the third quarter which began by a foul on the part of "Simon." Aldinger failed to throw the goal. After a few minutes play Moore threw another goal. A foul was called on Young. No goal. This was followed by another foul called on Normal, but the score was not changed.

Danville now threw two goals within a few minutes. This was followed by a goal by Bloom, and another foul by Huffman. Aldinger missed the goal.

Time was now called with a score of 5–4 in favor of Normal.

The orchestra entertained the spectators during the rest by some very good selections.

In the last quarter four goals were thrown

by the Normal boys, Danville failing to score. Messrs. Moore, Aldinger and Harry Davenport were the fortunate men to throw the goals in this quarter. Four fouls were called on each side during this period.

The final score of 9–4 in favor of the Normal was a well merited score. The Normal is undoubtedly much the superior team in almost every point. They made a decidedly better showing than in the former game.

The team lined up as follows:

	DANVILLE.	NORMAL.
Home	Seidel.	Barnard.
	Bergner.	Worthington.
Center	Mower.	Harrar.
	H. Bedea.	Aldinger.
	G. Bedea.	Young.
Goal	Bourne.	Lewis.
	Huffman.	H. Davenport.
	Klase.	F. Davenport.
	Marks.	Moore

WILLIAMSPORT VS. NORMAL.

On February 5th the team took issue with a strong team representing the Williamsport Y. M. C. A.

Although the night was bitterly cold it only served to show more strongly the popularity of the entertainments given in the Normal "Gym." The people of the town appreciate good music, well executed gymnastic drills, and a good game of ball. A large crowd filled the available space to witness the game.

The Normal orchestra opened the evening's program with one of their excellent numbers.

The game was called at 8:20. The umpire called six fouls on the Normal team during the first quarter, two of which resulted in goals. But one foul was called on the visiting team during the quarter. Normal threw two goals thus tying the score for the quarter.

While the teams were resting the ladies of the senior class gave an excellent dumbbell drill which was heartily applauded.

Time was then called for the second quarter. During this play four fouls were called on Normal, none on Williamsport. Normal threw four goals; Williamsport made one on a foul.

During the interval Prof. Burdge gave an exhibition of club swinging with illuminated clubs. Lighted candles were placed inside the clubs. This was the finest exhibition of its kind we have seen. Prof. Burdge was warmly applauded.

During the third quarter two fouls were called on Normal, none on Williamsport. Each team threw three goals in this inning. Young was injured in this quarter, Detwiler taking his place. The orchestra gave an excellent number during the time between the last periods of play.

During the last quarter each side threw a goal. Two fouls were called on Normal and one on Williamsport, making a total of 13 fouls called on Normal and 2 on Williamsport. The umpire came with the visiting team.

Score: Normal 11 goals (eleven)
Williamsport 7 " (seven)

	WILLIAMSPORT.	NORMAL.
Home	Sarvey, Capt.	Barnard.
	Bulley.	Worthington.
Centre	Shaw.	Harrar.
	Heilman.	Young.
	Lomade.	Aldinger.
Goal	Suns.	Lewis.
	Kersling.	H. Davenport
	Page.	Moore.
	Hartraft.	F. Davenport

NANTICOKE VS. NORMAL.

Manager Aldinger scheduled a game for February 12, with the "champion" Nanticoke team. Play was begun a little after 9 o'clock. The game was spirited and rough from the start, played in the main without regard to rule. Just before the close of the first third, Davenport dropped a well earned goal for the Normal. The second third resulted in another goal for Normal thrown by Aldinger from the middle of the hall. Griffin begged three good goals for Nanticoke and the score at the end stood 3 goals 2 in favor of Nanticoke. Things looked dubious. Soon after play had been resumed it was evident that the strength of the Nanticoke combination was about spent.

Our boys played all around them, Aldinger and Moore each added a goal, and Nanticoke's shattered team left the floor fairly beaten about four minutes before the expiration of playing time. The final score was 4–3.

	NORMAL, 12.	NANTICOKE, 9.
Home	F. Davenport.	Griffin.
	Moore.	H. Risewick.
	Aldinger.	McKinnon.
Centre	Young.	Evans.
Guards	Lewis.	McFadden.
	Worthington.	Bache.
	Barnard.	Tebbets.
	Harrar.	R. Risewick.

WILLIAMSPORT VS. NORMAL.

The Normal team sustained its first defeat at the hands of Williamsport in a return game played at that city in February. The following clipping from the *Dickinson Seminary Journal* gives an impartial estimate of the game:

"The Bloomsburg State Normal School and the city Y. M. C. A. basket ball teams played an intensely interesting game of basket ball in the Y. M. C. A. gymnasium, Monday evening, the 18th. The Normal team, which is the champion team of the state, put up a much smoother game than the Y. M. C. A. The only reason of their defeat was lack of room in the gymnasium, and they were also impeded by a number of large pillars in the middle of the floor space. The work of both teams was of the highest type, and all the players are commendable for their gentlemanly conduct. Score, 9–6."

It might be added that on account of the small size of the room only five men were played on this size. This crippled our team and contributed to their defeat.

The Gymnastic Exhibition.

The second annual gymnastic exhibition will take place Friday evening, March 15th, in the gymnasium. The entertainment will consist of free, light and heavy gymnastics, including club swinging, hoops, dumb bells, wands, artistic club swinging, parallel bars, horizontal bar, tumbling, pyramids and basket ball.

A class of forty young men from the Pittston Y. M. C. A., under the directorship of Prof. J. M. Tyson, will give a drill from the German system.

Prof. A. F. Wolf, Phys. Dir. Y. M. C. A., Wilkes-Barre, will lead a class of ten men, on the horizontal bar.

At the close of the gymnastic part of the exhibition, a game of basket ball between the Pittston Y. M. C. A. and Normal team will take place. It is expected over two hundred and fifty persons will take part in the work.

Already many of the parents and friends of the students have signified their intention of attending this exhibition, and it promises to be even better than the successful one of last year.



Philo's Greeting.

From the old Normal hill where you all used to roam,
I send a few words to my children from home.

To tell you, by means of the QUARTERLY'S page,
How well I am thriving, in spite of my age.

You know that I used to be puny and small,
But now I'm a giant; no weakling at all.

And higher than all other things, do I prize
The fact that my *brain* corresponds to my *size*.

And truly, 'twould cause you the greatest delight,
To see how I shine on our Saturday night.

But still this great growth some small trouble will prove,
For my house is too small, and I'll soon have to move.

My children! I wish you were all here to see
Their wonderful love and devotion to me.

I'm proud of each one, you would think justly, too,
If I only had time to tell all they do.

But pray don't be jealous, for well do I know
That you were good, too, in the years long ago.

And if your earnest minds had not opened the way,
I would not be doing so finely to-day.

So I close with this message, both pleasant and true,
That in spite of my change I am loyal to you.

S. R. E.

The Philo. Society is still in a state of advancement. Her colors are now gallantly worn by more students than ever before. With such standards as uphold the society during this year, we can expect nothing but the best results as the fruits of their labors.

The debating contest mentioned in the last number of the QUARTERLY has been entered into with great earnestness.

As the first of the preliminary debates was mentioned in the last edition, we shall give an account of those following that one.

On January 5th the question for debate was, "Resolved: That the south was justifiable in seceding." The question was decided in favor of the affirmative. Messrs. A. W. Marvin, B. F. Beale and Friend Gilpin were held over for the next debate.

The next debate took place January 26th. The question, "Resolved: That woman should have the right of suffrage," was ably discussed and was decided in favor of the affirmative. The persons retained for the next debate were Messrs. Marvin, Beale and Miss Ada Lewis.

Two weeks later, February 9th, the question, "Resolved: That Pennsylvania should have a compulsory school law," was discussed. The negative won, and Messrs.

Lanbach, Smethers and Shivelhood were given the place of honor.

The last debate took place on February 23rd. "Resolved: That the Constitution of the United States should be amended to abolish capital punishment," was the question under consideration, and was affirmatively decided. The following persons were continued for the next debate: Messrs. Steinberger, Brace and Heckert.

It has been said that the work in our Society this year has been exceptionally good. So it has. But is it not true that our evening entertainments are more to draw the crowds than to feed them? Are we not too apt to make our programs spectacular? In looking over part of a year's work, have we not tailed to do for our boys and girls just what the Society is well able to do?

We speak of both Societies when we say that there are many persons who have never yet taken an active part in any public exercise. This is not right, and so far as this condition of affairs is true, that far has the Society failed to accomplish its true work.

It is an absurdity to think that, because the program is outlined in the Constitution, a departure from this order would be wrong. Music is but to be heard, and is given the first place in the program, while the debates, which ought to show forth the best results of literary attainments, are left until the audience is even too tired to listen to the music. This is the chief reason why the debates seem so irksome.

The Society needs to be revolutionized in this respect. We ought to instill in our audience, each time, some noble thoughts that they will thank us for in after years. Friends, we have one life to live, one brief season to be loyal to our Society. Let us try to make the best possible use of this season, beginning to-day. Let each one ever keep before his mind the motto, "Act well thy part, there all the honor lies."

The following enigma has been presented us by one of our old Philo. friends:

I am composed of eighteen letters.

My 18, 10, 14, 2, 17 is a vessel of pleasure.

My 11, 7, 12, 16 is a prominent part of the face.

My 12, 13, 4 is a note in music.

My 1, 9, 11 is a pointed piece of brass or wood.

My 1, 3, 16, 17, 18 should be everybody's delight.

My 1, 2, 9, 6, 7 is an honorable title for students.

My 14, 7, 9, 11 is stamped money.

My whole is an honor to this Normal School and something whose great importance should be appreciated by every student.

The correct solution to the above will be given in the next issue of the QUARTERLY

We feel very much indebted to one of our old Philo. members for the beautiful poem she has kindly written for us, entitled "Philo's Greeting." We know that we are expressing the sentiments of the society when we extend to her our most hearty thanks.





Dear Callie Hall.

How dear to each heart, are the scenes of old Callie,
When Callie Reunion presents them to view.
The professors, the students, the chapel bell's rally.
And every loved spot of the Old Normal so true;
The wide-spreading campus, the school that stands on it,
The trees and the seats that the girls love so well;
The Oak Grove's cool shadow, the foot-ball ground nigh it,
And e'en Callie Hall, that we all love so well.

Our old Callie Hall that we had as a treasure;
For often, at eve, when our lessons were o'er
We found it the source of an exquisite pleasure,
To enter the portals of Callie Hall's door.
How ardent we decked it, with hands that were glowing,
And vines from the ceilings twiningly fell;
And soon with our emblem of red over-flowing
We decked Callie Hall that we all love so well.

How sweet with the spruce we eagerly decked it,
And down from the ceiling like tapestry bound,
Not the stateliest of mansions could tempt us to leave it.
Though filled with the rarest of treasures e'er found.
So when far removed in our far away roving
The tears of regret will intrusively swell,
When we think of dear Normal, that mother so loving,
And sigh for old Callie, that we all love so well.

B. M.

Our many Callie friends will be pleased to learn that our society was true to her motto when she welcomed her old advocates with outstretched arms on the occasion of our reunion.

We are, and always will be, prepared to extend a warm reception to our friends who have loved the motto, "Semper Paratus."

We were pleased to see many of our old friends once more within the old familiar hall, and hope that many who were unable to be present at the Reunion will favor us with a visit e're long. We will always be prepared to entertain them and hope they will carry many pleasant remembrances from their "Alma Mater."

Among the visitors on February 22nd we noticed the following former Calliepians: Misses Mahon, Carter, Cole, Carrol, Garrahan, Haggerty, Thomas, and Messrs. Guscott and Dechant.

At the last regular election of the Society the following officers were elected: President, Harry Barton; Vice President, Agnes Lenahan; Secretary, Stella Hughes; Assistant Secretary, Julia Durkin; Treasurer, George Low; Critic, Nellie Kerlin; Marshal, John Ranck.

The Reunion of the Calliepian Literary Society on February 22nd was a success. At 8 o'clock A. M. Callie Hall was opened and remained so until the retiring hour. The hall has recently been remodeled and was finely decorated for this occasion. It was the place where the former Calliepians met their friends. On all such occasions we are always glad to see former students of this institution, whether Philologians or Calliepians. The principal feature of the

day was the entertainment given by the Independent Glee Club. At 8 o'clock P. M. the ten young men who composed the club appeared on the Normal stage. They made a fine appearance and rendered their program very well. Miss Adella Breakstone, the elocutionist who accompanies the club, recited with a high degree of excellence. She was warmly applauded by the audience. After the entertainment was over all were invited to assemble in the gymnasium, where various games were played. The retiring hour came too early for all. It was a day when old friends met and conversed of their former school days. Such an occasion should be long remembered. To say the least every one seemed to have enjoyed the day.

The new plan adopted by the Literary Societies for better programs is a good one.

The plan is to have one member of the Faculty an advisory member of the program committee to aid or advise the committee in selecting suitable persons for each number of the program. No production can be rendered at the public literary entertainments unless approved by some member of the Faculty. This should certainly improve the character of the entertainments. By the above plan more time is given to prepare a production.

The Constitution and By-Laws of our Society have lately been revised by the following committee: Azro Beddoe, Jas. U. Gallagher, Mame Wegge and Katie Dolan.

The last revision, prior to this one, was made in 1886. But so long a time intervened that the Society deemed it prudent to make certain necessary changes for the welfare of the organization. The Committee performed their labor satisfactorily to the Society. We owe them a vote of thanks.

Miss Clara E. Smith is the member of the Faculty appointed as the advisory member of our program committee. We expect great results from the present program committee, with Miss Smith's assistance. They have been working hard and have made suitable selections. We expect to reap good results from their sowing.

Y. M. C. A.

The Y. M. C. A. of this institution still continues to do effective work. In fact it by far exceeds that of former years.

The morning prayer-meetings are very well attended, as are also the weekly ones, in which there is shown a great deal of earnestness.

There is due to the committee of religious work no small amount of credit, for the choosing of a number of appropriate subjects carefully calculated to suit the needs of those in the audience.

The Bible study also presents a most pleasing feature of Y. M. C. A. work here. All seem deeply interested.

The leaders of the several bands hold meetings weekly, in which they thoroughly discuss the lessons. Thus they are enabled to impart a great deal of valuable knowledge to the members of the different bible bands.

The reorganization which took place recently produced the following officers for the ensuing year: President, Prof. A. K. Aldinger; Vice President, Fred Davenport; Secretary, W. N. Shuman; Treasurer, Fred Magdeberg.

There is, according to record, a great increase in the membership of our association this school year, the number whose names have been proposed being about thirty, and the total membership aggregating eighty.

How to Become a Christian.

Many young persons, and older ones as well, are expecting to be saved in a certain way and at a certain stage of life, chosen by themselves. Then because God does

not see fit to save them in any other than His way, they complain and say it is of no use for them to try, they cannot be saved. The Lord Jesus, when on earth, dealt with no two personages in the same manner ; and yet, he always brought to the front one central truth, in a very plain and forcible way. As in Jno. 3 : 36. "*He that believeth on the Son hath everlasting life.*" If you *believe* that Jesus Christ died on the cross to redeem a lost world and believe that *you* are one of the lost ones, then the conditions are complete and according to the Word, you *have* everlasting life. Indeed the plan of salvation is so simple, that the weakest mind can comprehend it, and through believing can experience religion. A christian experience means peace and joy to your soul and a heart filled with forgiveness and love. One need not see an angel of light or hear a voice as of thunder in order to have this experience, but the Blessed Lord Jesus will speak to his soul in a way that he alone will understand, enabling him to say with the Psalmist, "my cup runneth over."

When the clouds of trouble overshadow us, then it is that God showers the raindrops of His love upon us, causing a new flood of blessings in our souls.

H. G. B.

Y. W. C. A.

At the opening of the winter term, the usual reception was given in honor of the new students, the exercises being of more than ordinary interest. The two associations and their guests gathered in the Auditorium, where they listened to music and addresses. This was followed by an exhibition upon the stage, of gymnastic exercises by members of the Y. M. C. A. The program included work upon the horse and mats, also club swinging, which was much enjoyed by the spectators.

After adjourning to the gymnasium, slips of paper bearing the names of the gentlemen present, were attached promiscuously to the ladies' dresses. Much amusement was made by the efforts of the gentlemen to discover the ladies who were thus assigned to their care. After enjoying marches and games, each gentleman escorted the lady who was found bearing his name, to the dining-room, where cake and chocolate were served.

The general religious work of the school was never in a more prosperous state than at the present time. Although perhaps we have had no periods of special interest as marked as in former years, the work has been quiet and constant, and many during the course of the year have been led to take their first stand for Christ, or to a deeper consecration of themselves to his work.

On January 24th a special prayer service was held for the State and International work, at which a dime collection for the cause was taken, amounting to over five dollars.

We feel that much of the success of our Thursday evening meetings is due to the preliminary prayer service which is held each evening by the devotional committee.

The Bible bands have been unusually prosperous this year; and great interest is manifested in the study of the Life of Christ, which we are following in common with the Y. M. C. A. An outline which was presented at Northfield last summer, arranged by Mr. W. H. Sallmon of Yale, is used as the basis of the study. A meeting of all the leaders, conducted by different members of the faculty in their turn, is held each Monday morning to study the lesson for the following week. On the last Sunday of the fall term a general review was held in the auditorium. A large chart of the life of Christ with a map of Palestine occupied the stage, and aided in presenting a complete view of the work accomplished. The vari

ons lessons were discussed by members representing each band. Special music added to the interest of the occasion. On the following day a written examination was held on the work which had been gone over. This examination was purely optional, but about seventy-five students chose to attend and fill out the papers, thus showing a more than superficial interest in the work. The Y. W. C. A. now has twelve bands with a membership of about one hundred and twenty-five.

Miscellaneous.

Massachusetts may claim great credit to herself over the fact that of her 353 towns and cities, 321 contain free libraries.—*Philadelphia Ledger.*

"Children should be made to do things that are right, but they should always be told the reason that they are right. The logic of it should always be explained, and a child should never be taught too young to be shown this consideration."—*Dr. Samuel B. Lyons.*

"I cannot sing the old songs,"
They heard the maiden say,
And then the guests with one accord
Arose and said "Hooray!"—*Ex.*

The new catalogue of Lafayette College, at Easton, Pa., shows an attendance of 297 students, of whom 198 are from Pennsylvania. Eighteen competitive prizes are offered in mathematics, philosophy and languages. The libraries number over twenty-three thousand volumes. The astronomical observatory, the chemical and physical halls, and the new gymnasium are superior buildings well equipped for their objects. A practical course of Electrical Engineering has been added to the Pardee Scientific Department; and it is stated that of over 300 who have finished their studies in the department of Civil and Mining Engineering, or Chemistry, all are to-day in good positions in practical life. The lawyers educated at Lafayette number 619; physicians 351; and ministers 520. Copies of the catalogue can be had by addressing the Registrar of the college.

Some half dozen B. S. N. S. boys' names appear in the lists of the different classes, and it is gratifying to learn that they all take high standing in the different courses.

Life is an arrow—therefore you must know
What mark to aim at, how to use the bow—
Then draw it to the head and let it go.

—*Henry Van Dyke.*

For the first time since the reign of the Byzantine Emperor, Theodosius, the Olympic games are to be revived. They will take place next year on the plain of Elis, probably under the management of the Duke of Sparta, the heir to the Greek throne. Not scholars alone, but every one who has ever heard of these athletic contests, will be interested in an announcement which brings the contemporaries of Homer close to us moderns. Undoubtedly this will be accentuated by copying the ancient program as accurately as possible. It has been suggested, however, that we can go the ancients one better. What did they know about cycling or football?—*The Outlook.*

Where'er thy journey is begun,
Oh, speed thee onward with the day!
Only our dead we lay away,
With feet toward the rising sun.

The Normal Schools of England train for the elementary schools only. Any one who desires to become a teacher must so decide before he is fourteen years old.

The students are apprenticed as pupil-teachers in many schools. Every year a government examination is held and the school gets an appropriation for each successful candidate.

After four years, or at the age of eighteen, the students enter a training college where instruction is given in the branches previously studied, and where three weeks of each year are spent in the practice school. After two years of this work, they try another government examination, and if successful, are graduated as second-class teachers.

Work, every hour, paid or unpaid; see only that thou workest, and thou canst not escape thy reward. Whether thy work be fine or coarse, planting corn or writing epics, so only that it be honest work done in thine own approbation, it shall earn a reward to the senses as well as to the thought. The reward of a thing well done is to have done it.—*Emerson.*

We heard of a most hard-hearted affair the other day. A wife, a lady supposed to have been leading a most happy married life, actually refused to bury her husband. It is not because she is too poor, for the family occupied a most pleasant home. It was not that the family has no friends, for it has many. Alas, let us draw the veil. Every home has its trouble. She may have some great secret that the world can never know. We will not judge her too severely.

P. S.—It has since been learned that the reason of this strange conduct is because he is not dead.

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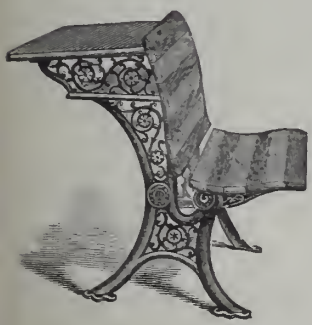
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FAIRHAVEN, MASS., Sept. 10, 1894. Chairman S. C.

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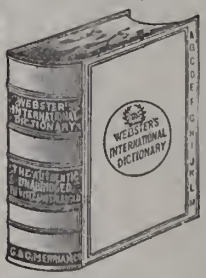
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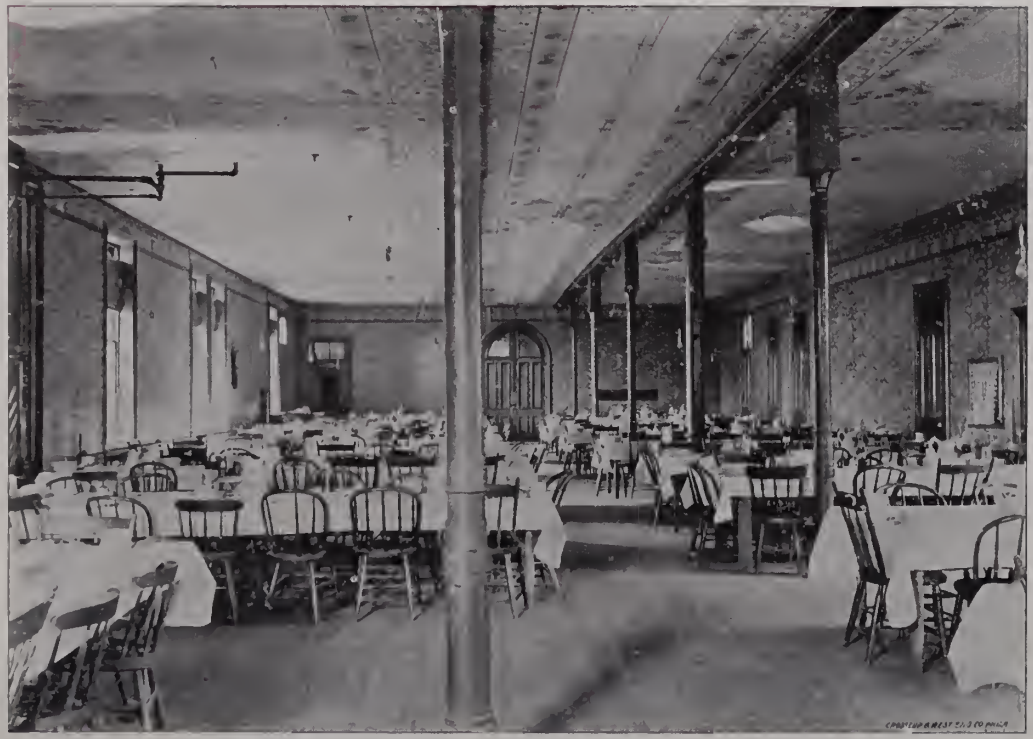
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Some of our readers will see a little blue mark on the wrappers of their papers. This means that the subscription has expired and that the editors would be glad to have it renewed. THE QUARTERLY does not yet pay its running expenses, and every subscription is warmly welcomed. Will you not, if you are among the delinquents, kindly send in your twenty-five cents at once to encourage us in our attempt to make the paper interesting and financially independent? A quarter is not very much, but nevertheless, every quarter that comes our way is gratefully received and put to good use. So please send us yours if the blue mark tells you that it is due.

Again it is time to review the work of a year; to sum up what has been done and left undone, and in a way, to strike a balance of profit and loss. In many respects the school year, now so near its close, has been peculiarly successful, and one upon which we can look back with much satisfaction. One year ago we numbered less than five hundred pupils. To-day on Normal Hill six hundred and more are busy at their tasks. Another new building has been added to our little city. The barn has disappeared, and where once it stood new lawns and terraces are growing green. To the north below the grove, the tumultuous billows of ashes and tomato cans of days agone have subsided into a most capacious athletic field guarded by a new and spacious grand stand. These things have been air castles for many months, but they now stand as solid realities. In the organization of the school also, substantial progress is seen. The music department, for the needs of which but two years since a single teacher sufficed, now occupies the attention of not one, but three teachers, and a corresponding increase in the material equipment of the department has been necessitated. A system of teaching reading, the Pollard Synthetic Method, has been investigated and adopted.

Every effort of the year has been with the purpose of advancing the standard of the school and the cause of education which it represents. The world does move, and schools, if they are worthy of the name, must move too or else lose their place in the procession of the ages.

"In the elder days of art,
Builders wrought with greatest care
Each minute and unseen part;
For the gods see every where."

Why does the poet say "the *elder* days of art?" Does he mean that we of the present are not so careful and so painstaking as those of other days? Is he not quietly but none the less surely arraigning us for the habits of carelessness into which we so easily fall? Are we as *thorough* in our work as we should be?

If any thing is worth doing at all, it is worth doing well. Too many of us in these present days of rush and hurry are apt to slight our work and to do no more than the amount required of us. Too many students study "just enough to pass the examinations," not realizing that *to pass* the examinations is *not* the purpose of a true student. The passing of an examination is or should be but a symbol of the completion of a year's hard work directed *not* towards obtaining a successful standing before an examining committee, but toward the broadening and perfecting of the powers of the mind and the development of a character which is to be that of a lifetime. If this purpose be the one in mind, success in the examinations is a matter of course, and examination days bring no terrors.

Pedagogical.

Methods of Primary Reading.

THE BURNZ PHONETIC METHOD.

The author of this method is Mrs. Eliza Boardman Burnz, Principal of the New York School of Phonography.

This, the latest of the phonetic methods, was published in 1892. The author, in speaking of her little book, The Step-By-Step Primer, says it is so arranged that a little child or a foreigner can learn to read from it easily, through analogy and by the use of reason. The pronunciation of each word is shown on the printed face without at all changing the common spelling.

"Letters, of course, are arbitrary signs, but when their powers are once learned they furnish the key to pronunciation. This we know they do not do in ordinary English books. One reason is because the twenty-six letters are not sufficient in number to denote the forty or more separate, elementary sounds which compose the words of the spoken language. Another reason is that the twenty-six letters are not used with consistency. The vowel letters have from three to seven sounds each and interchange those sounds, and both are often silent. Prof. Marteneau says: "Learning to read English is the most difficult of human attainments;" and it is undoubtedly so, if learning to spell is taken into account. * * *

"The Step-By-Step Primer essays to do the best that can be done at present. It takes as a basis the Anglo-American alphabet of forty-two letters, each of which denotes an elementary sound of the language Every sound has a definite representation, and no letter or combination of letters, in the same position, denotes more than one sound.

"Since the short vowel sounds occur much more frequently than the long, in English words, the letters which denote the short sounds are unmarked. *An unmarked vowel letter always denotes its short sound.* This plan reduces the number of marked letters to a minimum. The short sounds occur in the words first shown in the Primer—words that the child most frequently uses—therefore no markings are required at the beginning of the study. The few nec-

essary connecting words can be pronounced by the teacher, or learned by the 'word method,' until the lesson which gives their sounds is reached.

"When letters in a printed word are silent—that is, really useless—they are put in *hair line type*. If a letter is perversely used, its true sound is indicated by *a small type placed below*, and the pupil gives *its* sound instead of that of the more prominent letter; or, though rarely, the false letter is set in a different type, and the true letter or letters put in parenthesis at the end of the word. Occasionally, the whole word is respelled, phonetically, and placed in parentheses. * * * * * *

"In the Step By-Step Primer phonetic truth is presented to guide and encourage.

"Instruction in reading should be begun by showing the object or picture of the object, which is represented by the subject word. Converse about it. Mention four ways in which a person can let another know what he or she is thinking of. First, by showing the object; second, by showing a picture of the object; third, by speaking the name of the object; fourth, by using marks called letters, which stand for the sounds of the spoken word."

As will be observed from the foregoing explanations, (1) the short vowel sounds are not marked,—this greatly reduces the number of diacritical marks; (2) the silent letters are printed in hair line type; (3) when a letter does not have its usual sound, a small letter representing the correct sound is printed below it and, in some cases, above it. Thus, a small *a* is put under *a* and a small *z* under *s*, in *says*, and the *y* is in hair line type.

This is unquestionably one of the simplest and best of the phonetic methods. It is recommended by leading educators and scholars. Dr. Wm. T. Harris says: "It seems to me that your device, if adopted, would prove of great utility."

Prof. F. A. March, of Lafayette College, says: "Your Step-By-Step Pronouncing Primer is certainly an excellent book to teach the beginning of reading. * * * I hope to see it in the list of supplies for the New York Public Schools."

Melvil Dewey, Secretary of the University of the State of New York, says: "I shall look for remarkably good results in teaching with this primer."

Fred A. Fernald, editor of *Our Language*, expresses his opinion as follows: "No more valuable book than this for elementary education has appeared for many years. * * There is no reformed spelling in it, and there is not a trace of 'crankiness' in it from cover to cover."

Mara L. Pratt, M. D., author and ex-teacher, Malden, Mass., says: "If I were still teaching, how I should seize upon these books! It seems to me you have got at the substance of the Pollard System without its burden of encumbrances."

Alex. Hamilton, M. D., ex-teacher, Toronto, Canada, says: "I know of not only none better, but of none so good as yours."

Duren J. H. Ward, ex-superintendent of Workingmen's School, New York, expresses himself as follows: "The greatest device for primary reading ever published has been lately worked out by Mrs Eliza B. Burnz in Step-By-Step Pronouncing Primer."

Charles E. Sprague, Treasurer of Spelling Reform Association, says: "A simple but effective solution of a great problem."

The method or system is published by Burnz & Co., 24 Clinton Place, New York.

THE PHONIC WORD METHOD.

This method, as here presented, was worked out into a system by Elizabeth Fundenberg, a teacher in the Pittsburg, (Pa.) schools.

Miss Fundenberg gave an exhibition of the results of her method, with a class of her pupils, at the State Teachers' Asso-

ciation at Beaver Falls. The pupils had had one year's instruction, and their ability to read, spell, and express themselves in writing, was regarded as remarkable. The intelligence they manifested in whatever they did proved conclusively that the method employed harmonized with the natural development of the powers of the mind. They had been taught to think, and to make their own discoveries, and they could do both well.

The teacher who follows this method, namely, training the children to think, and to make their own discoveries of facts, laws and rules, need have no fear of going wrong.

I will let Miss Fundenberg herself state the principles upon which her method is based, as she has laid them down in the introduction to her Teacher's Edition of First Lessons in Reading.

"The teacher who follows Nature's method must be right. In no part of his work is this more apparent than in the very beginnings of instruction.

"The child commences to learn oral language by pronouncing words in imitation of others. He should also learn printed and written language by imitation.

"The true starting for the teaching of reading is the thought, then comes its sign.

"Language deals with thought, and neither letters nor sounds are elements of thought.

"The first teaching should connect the words already known to the ear with their written or printed forms, the letters and the sounds they represent being left to a future step.

Believing this to be the logical order in training beginners in the art of reading, the Sentence or Word Method has been adopted as the basis of this work; and when the child has become familiar with the printed and written forms of a considerable number of the words which are in his vocabulary, he gradually passes to the Phonic-Word Method, so that he may acquire the power to pronounce new word-forms without the aid of the teacher.

"The word method calls out only one faculty—memory. By the Phonic-Word Method the learner is required to observe, to compare, to analyze, and to construct words.

"If the Word Method only is used, the child is deprived of the power to pronounce new word-forms, and is continually dependent upon his teacher for aid.

"By the use of the Phonic Method only, too much importance is given to the characters which compose the word, and the child consequently hesitates, stammers, and loses the thought expressed by the sentence.

"Hence the necessity for a judicious combination of these methods, that thought may be developed in the pupil, and machine teaching avoided.

"The author, recognizing the fact that *sense* and not sound is the main thing desired, has used in this (First) book such words as are in the child's vocabulary."

The author says (1) that the teacher should, in the construction of script sentences, use any word understood by the children, whether the word is found in the lesson or not; (2) that the proper place to develop a word is in its proper place in a sentence; (3) that the teacher should ever keep in mind the daily review, and that reading does not mean the calling of words, but the obtaining of thought.

"The sounds of the letters found at the top of each lesson in the first book are to be taught independently of the words used in the lesson, and have as far as possible been arranged in pairs, so that the children as well as the teacher may learn which sounds formed by the same position of the vocal organs use *breath* and which use *voice*."

All the new words of the lessons are found at the top of the lessons. The follow-

ing is the order in which the words are taught: h; k, g (as in girl); p, b; t, d; l, r; s, z; m, n; f, v; wh, w; th (in the); y, j; n g; x = ks; s = z; c = k; a (in ate), a(in at); o (in note), o (in not); e (in me),ou, ow; e (in met); i (in ice), i (in it); u (in use), u (in but); eh (in catch), sh; ek = k; qu = kw, ai = a (in ale); er ay = a (in ale); ee = e (in me), e = s (in sin); a (in ale), ea = e (in me); a (in arm); oa = o (in note); oo = o (in move), g = j, oo = u (bush); y = i, o = a (in all); y = i (in it), o = u (in but), oi oy, ow = o (in no); a = o (in not); n = ng; o = oo (in book); aw = a (in all), ea = e (in me).

Part I. of Miss Fundenberg's First Lessons in Reading contains 26 pages, and when these have been completed, the author says: "Twenty-two of the twenty-five elementary consonant sounds with their corresponding characters or letters, three consonant equivalents, and about forty word forms have been learned.

"The children are familiar with the form of a sentence, can write and punctuate short sentences, and are ready, as soon as a vowel sound is taught, to take their first step in independent reading.

"Do not hurry the children. Give them time to think to do thorough work. Make the lessons so interesting and attractive that the children will willingly give their attention."

Miss Fundenberg's method is in principle the *associative or eclectic*—the method recommended and employed by nearly all the leading edueators and teachers of the country—but she has systematized it so intelligently and carefully as to make it a decided improvement on the method as generally employed. The books are published by the American Book Company, New York.

The idea seems to prevail in some heads that the method of teaching beginners to read by means of *words* is mechanical, unnatural, &c. Those who display sueh intelligence must feed upon an exceedingly light intellectual diet. How do children acquire a knowledge of anything before their school days begin? Is it not by being told? How else do they learn the names of the countless objects with which they become acquainted? How else does anybody learn the names of unknown objects, their parts, etc.

Another opinion that still prevails here and there is that a method of primary reading that does not at the same time teach spelling, is unphilosophieal and faulty; but the faet is that spelling has nothing whatever to do with reading, it is no part of it. Reading requires word recognition, spelling word formation—two different things.

The alphabetie method of teaching reading was a spelling method, but none of the modern methods are such. Spelling, in the primary grades, is however conveniently taught in connection with reading, but not as reading.

By far the greater part of the reading done by the young people of the present day is the veriest kind of dissipation. Novels and poems form their ehief mental diet. This kind of food, suitable for leisure hours and periods of recreation and rest, makes dreamers and visionaries when used as a main element of mental support. People so nourished are unfit for solid thought, for the realities of life that confront them when they are thrown upon the world as it really is, and not as they have dreamed it to be.

It is much to be feared that not a little of what popularly passes for literature is of the same effeminating nature, and instead of being a source of strength is one of weakness. Any subject of so called study that does not add to the power of thought is either useless or harmful, and the heavier the load of the debilitating pabulum imposed upon the memory to carry, the greater the harm.

The following from *The Educational Journal* of Canada, bears upon the foregoing and contains food for reflection. The heading of the article is, "Literature Taught Pedagogically."

"The *Ohio Educational Monthly* for March, just to hand, has an article under the above heading, by C. A. Woodworth, the first part of which seems to us so good, and corresponds so closely with the impressions which we have received both from reading many of our educational exchanges, with their ever-abounding 'Authors' Days,' and sketches of authors, and stories of authors, and lessons about authors, and from other sources of information, that we cannot refrain from quoting at length. It has occurred to us a thousand times that the children and grown up persons, too, in a good many of the American schools and colleges must almost inevitably imbibe the idea that the main use of the study of literature is to enable them, not to enjoy the literature itself, but to talk fluently about authors, especially about American authors. Who has not again and again met with would-be literary young men and women, especially the latter, who scarcely concealed the fact that they were in the habit of reading or skimming well known books, or oftener of reading about them, not because they found special enjoyment or profit in so doing, but in order that they might be ready to ask or answer off-hand the current question, 'Have you read so and so? What do you think of it?' But to our quotation.

"Perhaps the most striking failure in the public schools of our land is English literature. While the school calender is full to overflowing with authors' days, fancy fandangoes, and other literary legerdemain, the fact yet remains that this subject is not producing that rich, rare fruit of which it is capable. Who is responsible for this state of things? The pedantic pedagogue, to be sure. The very best thing the teacher can say for himself is that he develops, or rather assists in developing, what I call a fashionable interest in literature. By this I mean that a large number of persons have been taught to think that one who pretends to any culture should know literature, appreciate it, and be able to talk learnedly about authors and authors' ways. So, to keep up with the fashion, they read mechanically, more or less of the best literature, but do not enjoy it. They read through a sense of duty. * * * *

"The great mistake in our school economy —the awful crime committed somewhere, somehow—is that so many persons have learned to read not to benefit themselves, but merely to kill time, blissfully ignorant of the fact that time-killing is a luxury to be indulged in only by those waiting for the train or the rise of the curtain at the opera. All this useless, unproductive, merely entertaining reading I class as bad, and charge the whole account to the public school.

"And can the schools ever balance the account? Most assuredly, if they make a heroic effort. A mild application of psychology and common sense will do it. But the teacher must begin at the other end of it. The method in general use is the historical. This method may be very logical, but it is likewise very wrong. It is based, perhaps on preconceived mental conditions which have no foundation in fact, though I very much doubt whether it has any basis at all, but simply developed after the manner of Topsy."

The Committee of Fifteen urge strongly the subordination of elocution and grammar in the reading exercises to the study of the contents of the literary work of art, holding that the best lesson learned at school is the mastery of a poetic gem or a selection from a great prose writer. It is contended that the selections found in the school readers often possess more literary unity than the whole works from which they were taken,

as is the case of Byron's 'Battle of Waterloo' from *Childe Harold.* The importance of studying the unity of a work of art is dwelt upon in different parts of the report and the old mode of parsing works of art censured.

In the study of general history the committee suggest that the old method of beginning with the earliest ages be discontinued and that a retrogressive method be adopted, proceeding from United States history back to English history, and thence to Rome, Greece, and Judea, and the other sources of civilization.—*Dr. William T. Harris in North American Review.*

Spelling continues to worry teachers—some of them, I mean, but it does not worry them half as much as their unreasonable methods of teaching it do their pupils. Why is it that teachers cannot use the same common sense and reason in prosecuting their calling that people do in other professions and pursuits? What sense, for instance, is there in requiring children to learn words faster than they need them—have any use for them? The traditional and preposterous method of testing classes in spelling by means of lists of assumed necessary words is largely responsible for the senseless torture to which children are subjected in learning to spell.

Aside from writing, from composition, there is no spelling; why not then examine it in the composition and language exercises, the only reasonable way of doing it?

If the child early forms the habit of believing that he reads when he pronounces words—and by the tricks of the phonic and phonetic methods he can acquire great facility in mere pronunciation—there is great danger that he will never acquire the fixed habit of thinking by means of words. He will suppose that the pronunciation of words is reading, and afterwards, in studying, he will suppose that learning a lesson means committing words verbatim. This is one of the most deplorable evils in all teaching—this habit of pronouncing and learning words disassociated from the thought.—*Parker's Talks on Pedagogics.*

WM. NOETLING.

Geography.

CONTINUED.

"How much we know is not the question, but how we got what we know; and what we can do with it; and above all, *what it has made of us," that is the question.*

In the March QUARTERLY we stated in a negative way, some of the mistakes in teaching as applied to Geography, which have prevailed in past years, and which we believed are in no small degree followed today. We hope to be able in this and subsequent papers to show something of "the better way."

"When Geography ceases to be a lifeless aggregate of unorganized facts," says Carl Ritter, "and deals with the earth as a true organization, it first attains the unity and wholeness of a science, and shows that it grows from a living root; it becomes capable of a systematic exposition, and takes its true place in the circle of sister sciences."

Reason and experience have taught, notwithstanding the objections of many educators, that young children can be taught the elements and language of geography as easily and as permanently as they can be taught the parts and names of the different portions of their own bodies. The child begins the study of geography long before he enters school. If, when he comes to school, therefore, we continue for him the world of elementary botany through the bright colored flowers he plucks in field and forest; the world of elementary geology through the beautiful pebbles he gathers by the water's edge; the world of elementary entomology in the curious insects he gathers; then, indeed, will geography become to and for him in later years, "a description of the earth's surface." Then it will be to him a

living reality and not a mere memory cram of dry unrelated definitions from a text-book. In short, the formal study of geography must continue in the line of nature's method.

The child must be taught to see inside the school as he himself has learned to see out of it; he must be led to remember and taught to express the forms of land and water, the forces at work renewing and destroying these forms, and the simpler conditions which regulate and control certain forms of life. And thus, when properly "inducted" into the delightful recreations of this beautiful study, the child's accurate concepts of the real forms about him will furnish the imagination with abundant material out of which to create pictures of those parts of the earth which he may never see.

Desiring these papers to be not a discussion of theory only, we venture to indicate in a general way, an outline for the first and second year's work in a well organized school.

Since primary geography has to do almost wholly with things that can be seen, it should be a study of nature. These elementary ideas can be learned only through sense-perceptions, hence the teaching should be objective. The manner of the teacher must be cheerful and free from any stiff formalities. The child must not be at all hampered with anything that will make him at all self-conscious. These conditions are imperative if we hope to awaken a lively interest in any subject upon which the child's mind shall be directed. Let us have in mind that poor memories result from indistinct perceptions, and indistinct perceptions always come from disinterested or divided attention.

The first lessons should be those of *general position*—conversation lessons—lessons in direction, having the children learn the meaning through the using, that is, having every child learn to know, by acting such words as in, out, up, down, over, across, back, around, above, etc. Along with these must come *observation lessons* with the direct purpose of securing good oral expression, and later on, good written reproductions. Every subject of study in the first five years of the child's school life, should have continually in mind a well defined order of oral and written expression—observation lessons which prove in their subsequent results that the child has actually seen, or as some one has well said, *sensed* and not simply stared at the object.

This, dear teacher, must include a wide field. Be bold enough to break away from the old established routine of lesson hearing, and take your children out upon the pages of God's great book of nature, bound not in paper or cloth, by the horizon, and here through meadow and woodland, up sunny hillsides and down the pleasant valley, by running stream or in some shady by-path fragrant with beautiful flowers, and redolent with song of bird, have these children learn from *seeing*, learn from *hearing*, learn from *smelling*, learn through all the avenues of sense, and then, with merry laugh and happy voices, back to the school room to relate in form of written story—be it never so short and simple—the delights of the morning's excursion.

Following the lessons on general position and direction, will come those of definite or absolute position, which will, of course, include the cardinal, and by-and-by, the semi-cardinal points. In every case let the children, as far as possible, act the direction that is being taught. Have James go north or west; tell Jennie to run quickly to the north side of the room, and Mary to take her place in the north-east or south-west side. Give geography a reality and it becomes a pleasure.

The teaching of any of the various forms of land or water will depend largely, it is true, upon one's locality. And yet, by

means of that invaluable aid, the geographical table, the teacher may lead the child to understand an absent form as easily and with nearly the same vividness of impression, as those that are present. Certainly, whenever it is possible, the child should be shown the real hill, plain, or valley; the real spring, river, pond, lake, or ocean; should walk upon the real cape, peninsula, or island, and observe the main characteristics of each.

It may be that all these forms are never found in any one locality, and herein is the moulding table valuable. From the known out to the related unknown, is a very valuable truth in all geography study. Just as rapidly, therefore, as the child's mind becomes receptive to new and larger truths, do we need to bring in through moulded forms and lively pictures, those absent forms like which none are presented in the vicinity of his home. To *teach* absent forms, and to *test* the child's knowledge of present ones, is, we think, largely the province of the moulding table.

In all this work, whether from the textbook, from nature, or from the moulding table, the test of our teaching should be that the child shall be able always to recognize the parts of any and all bodies of land and water taught him, that he shall be able to tell something of the relative position of bodies of water to each other, of bodies of land to each other, and be able to compare and contrast similar bodies of land and water.

If we shall be able then, in these first two years in geography, to clear from the child's mind the "mental uncertainty" of not knowing what he knows, and shall secure to him definite concepts of useful knowledge and the power to use it, we will be approaching that ideal teaching toward which every true disciple of Comenius, Pestalozzi, or Froebel is patiently toiling.

What Is Your Aim In Teaching.

The closing sentence in the article in the March QUARTERLY, relative to *The Art of Teaching*, is: "A teacher cannot possibly cause to pass into a child's fullest comprehension any experience which he has himself not first experienced."

Dr. Arnold Tompkins in his Philosophy of Teaching, challenges any one to present a higher, or even a more practical, educational effect than the habit and the power of transforming every object coming before the attention, into something beautiful and divinely true.

This thought leads us to the question: What is your aim in teaching? The same author says: "The end to be realized is the moving force in every teaching process, hence *Aim* in teaching is logically the first to be considered."

All teaching, of whatever subjects, may have a two fold purpose; the lesser one being that of gaining for the pupil, some desired information, some definite knowledge. The consideration of most importance is not that of knowledge simply, but over all and above all the paramount aim in all teaching must be to bring into conscious realization in the mind of every pupil, the real object of life itself. This means that the teacher must fully and clearly understand before he attempts to present any lesson, just what powers of mind are to be specially called forth in that lesson. If we are teaching geography and fail to awaken through a quickened imagination, a lively interest in and a clear conception of the country studied, the pupil had as well been asleep. If I would have my class follow Stanley from Zanzibar through all the great "Lake country," and down the wonderful Kongo, across the "Dark Continent," I must by careful descriptions, through interesting pictures, and from written accounts, excite their imagination of what it means to travel

and what would be the experience of the traveler, in that far distant land.

To have a class in Latin read blindly of the divisions of ancient Gaul, or of the wonderful legions of Roman soldiers; to follow these *in the text*, through all their chivalrous marching and to read of the glory and renown attained by their intrepid leaders, and yet have nine-tenths of the class utterly unable to locate with any certainty, upon what part of the earth's surface these great countries lie, is to teach (?) without any aim, other than that the learner may have for a time, a kind of parrot memory of this subject.

Unless every teacher before presenting any statement whatever, has traced out fully all the ultimate bearings of such knowledge, and understands clearly just what mental activities are herein exercised, he has no good reason for giving the knowledge, and very little comprehension of what it means to stimulate mental activities.

We have no time, and very little desire to discuss what might be called untrue or false aims in teaching. Such an acquirement of facts as makes the pupil popular on special occasions, or such as enable a few specially brilliant ones to win a promised prize, is in no sense a worthy aim, either on the part of the pupil for aspiring toward it, nor yet on the part of the teacher for permitting his pupil to pursue it.

All honest and truly worthy educational effort must ever move forward in two great channels. Animal happiness and spiritual worthiness, some one has said, are the great ends in life.

I have before me a book entitled "Getting On in the World," and the current question ever is that of leading the young man or woman into a lucrative and may be, honorable vocation in life. Success in the world —and all teaching worthy the name must aim to have the young know why it is worth while to live in the world—is measured too much by such means as will secure for the boy a better coat, or as Ruskin puts it: "Enable him to ring with confidence the bell at the double-belled doors, and after awhile to have a double-belled door of his own."

Far too many teachers, and even men of science, whose professed aim in life is "truth for truth's sake," show to the world by their every product that the utilitarian end is the only one they comprehend as the ground for an education.

"Let Him First be a Man," is the title of a most admirable book by Dr. W. H. Venable, in the opening chapter of which, quoting from Rousseau, he gives the key-note to all that follows: "It matters little, he says, whether my pupil be designed for the army, the pulpit, or the bar. Nature has destined us to the offices of human life, antecedent to our destination concerning society. *To live* is the profession I would teach him. When I have done with him, it is true he will be neither a soldier, a lawyer, nor a divine. He will on occasion, as soon become anything else that a man ought to be as any person whatever. Fortune may remove him from one rank to another as she pleases, he will be always found in his place."

The great need then, in all teaching, is to rely not so much on the immediate outfit, that is, upon the apparent glibness with which a student may be able to recite long lists of unessential technicalities, but rather let our aim be to make the pupil adequate to any and all of the ever varying conditions and unexpected situations as they arise. "Effective service can come only from a full-orbed manhood or womanhood enlisted in the service—men and women, who, from their enlarged powers of mind and heart, can not only contrive the means to meet the immediate necessity of instruction, but, from the larger range of spiritual life, feel the needs of the life they seek to unfold." CHAS. H. ALBERT.

(TO BE CONTINUED).

Alumni.

The QUARTERLY desires to hear from all Alumni of the Institution. Please consider this a personal invitation to let us know all about yourself and all you can tell us concerning your classmates. Address all communications for this department to G. E. Wilbur, Lock Box No. 373.

'75, Edgar, Martha, taught for several years in the public schools of Bloomsburg. She finally accepted a very desirable and lucrative position at Alden, Luz. Co., where she was eminently successful. She is now in the Osterhout Library, Wilkes-Barre.

'75, Wilson, Alice E., was for many years a teacher in the schools of Kingston, Pa., but last year accepted a position in her native town, Bloomsburg. She has the reputation of being a thorough and conscientious teacher.

'76, Stephenson, May M., taught in the Hazleton schools 'till the spring of '91. She then arrived at the conclusion that her genial and sympathetic disposition required her to associate more closely with the sick and suffering. She took a course as professional nurse in the Phila. Hospital and is now doing well in her new field of labor. She says she is "fully as busy as women folks like to be, if not more so."

'78, Kistler, Ida A. (Masteller), followed the profession several terms, and then married John W. Masteller, who is now a merchant in Bloomsburg. They have one child.

'79, Bakeless, O. H., taught in the public schools of the state a number of years, occupying prominent and responsible positions. He returned to the Normal, took the College Preparatory Course, and graduated at Lafayette College, afterward filling the chair of Ancient Languages at this institution. He is now Superintendent of of Indian Schools, Carlisle, Pa. He married Sara M. Harvey, class of '84, who for several years was one of the principals of the Model School.

'80, Cleaver, Kimber (scientific '83), prepared for college and in due time graduated at Dickinson, Carlisle, Pa. He was for several years the popular and successful principal of the Hawley public schools. He is now principal of the Shamokin High school and is enjoying a well merited success and a good salary.

'80, Faulds, Lena E., continued her work of teaching in Bloomsburg 'till the fall of 1882, when she entered Cushing Academy, Ashburnham, Mass. She was graduated from this school, with honor, in 1885 and in the fall of the same year entered Wellesley College. In her second year at Wellesley her health failed from overwork. She was seriously ill for two months. Through the kindness of Miss Freeman, then president of Wellesley, she was offered a position in a school in Saginaw, Mich., where her duties were light, and she rapidly regained health and vigor. In the fall of 1888 she entered the University of Michigan and studied there one year, after which she returned to Saginaw and taught Latin and History in the High School of that city for four years. In the fall of 1893 she re-entered the University, and in February of the present year completed the studies for the degree of A. B. She also took the Teacher's Course in Latin and Pedagogy, for which she will receive a special diploma. She is now enjoying a vacation in Philadelphia, doing some teaching in the College Settlement during two evenings of each week. She expects to re-enter the profession this fall. She is highly endorsed by former teachers and associates. Her present address is No. 2107 Hicks St., Philadelphia, Pa.

'80, Kitchen, Celeste (Preutzman), taught in the Hazle and Kingston township schools and in the Dallas High School until the fall of 1885, when she accepted a permanent position as housekeeper and home maker for a young farmer. This farm lies on the outskirts of Huntsville, Luz. Co., Pa. She thinks that farmer's wives have plenty of

exercise for both brain and muscle. They have one child living—a black-eyed boy a year and a half old. Mrs. Preutzman is still interested in the Normal and Normal people, and invites them all to her farm house home. She evidently is not aware of the wonderful increase in numbers since she was a "Normalite."

'81, Breslin, Bid. is one of the most competent primary teachers in Hazleton and the surrounding districts. Few teachers are esteemed as she is by both parents and children. Her salary is $50 per month. All of Bid's old friends will rejoice in her prosperity and success.

'81, Harrison, Torrence B.. graduated as valedictorian of his class. Taught in Kingston for two years, first in Grammar School and second year as Principal of schools. In 1883 he went to Hazleton as Principal of High School. In 1885 he was elected Principal of schools of 2nd district, Wilkes-Barre. He remained in this position until 1890, when he was elected County Superintendent and was re-elected in 1893. He will undoubtedly be re-elected next year. He makes a popular and efficient superintendent and commands the respect of teachers and directors. His office is in the Laning building, Wilkes-Barre.

'81, O'Donnell, Kate, has been employed in the Hazleton schools ever since she graduated, and her continued term of service, as well as her salary, is evidence that she is a success. She now teaches in the Chestnut street building.

'81, Marr, Dora, was a successful teacher in the schools of Bloomsburg for several years. She voluntarily relinquished her position to accept another as stenographer and typewriter for J. L. Dillon, the florist. Her long continued service proves that she is efficient. Dora is constantly on the lookout for places where she can do good and be useful.

'81, Nuss, J. Frank, from the time he left school until December 1884, was Principal of the Wyoming schools, when he resigned to accept the position of private secretary or confidential clerk to Payne Pettebone, a wealthy and influential citizen of the Wyoming Valley. Mr. Pettebone died in 1888, and since that time Mr. Nuss has been employed by the Pettebone estate to manage its affairs. How well he has succeeded may be judged from the following: Last year the Pettebones gave him a two months' vacation, during August and September, and at their own expense sent him on a trip which included all the important cities along the Union Pacific R. R. from Wilkes-Barre to California, comprising Yosemite Valley, Portland, Tacoma, Vancouver Island, Yellowstone National Park, and many other places of interest. This must have been a grand treat and we are sure Frank enjoyed it. We would give more of the details of the trip but he forgot to take the editor of this department with him.

'82, Lott, Mate L. (Nuss), taught in Wyoming county during the year 1882-3. She was then the primary teacher in the Wyoming schools until August 11, 1885, when she married the subject of the preceding sketch. She was a model teacher and Frank robbed the profession to adorn his home. They have one little girl eight years old. Her name is Florence Maud.

'82, Hallstead, Millie (Sanders), has recently gone with her husband and two children to Delta, Colorado, where they will make their future home.

'82, Sickler, Stella (Jordan), Academic Course. Stella has a happy home in Tunkhannock, Pa. She married the Hon. E. J. Jordan, who was elected to fill the unexpired term of Hon. M. B. Wright in the 15th Congressional district. They, for Stella went with him, had a very delightful time in Washington, and saw the much abused 53d Congress expire. Mr. Jordan

is, of course, a staunch Republican. We used to call Stella "the little Democrat." She is now a—, well, we don't know. She subscribes for THE QUARTERLY.

'82, LaShelle, E. Gertrude (Wagner), taught three years at Catawissa, and was for four years principal of the Model School at the Normal. Married W. E. Wagner, August, 1889, and now resides at Gordon, Pa. They have two children, Helen and Ralph Mrs. Wagner's mother, who had made her home with her daughter since her marriage, died May 4, 1895, after an illness of eight weeks, and was buried May 7th in the Quaker cemetery at Catawissa. Their many friends will sympathize with them in this sad bereavement.

'83, Steeley, Oscar B., M. D., after graduation taught at Selinsgrove and at Lower Merion, and for two spring terms at the Normal. He read medicine and graduated in 1890 at Jefferson Medical College, Philadelphia. He went west and located in Pocatello, Idaho, and has become the surgeon in chief of the Union Pacific R. R. The Governor of Idaho has appointed him a commissioner to represent Idaho at the Pan-American Exposition to be held in the City of Mexico. Dr. Steeley visited us May 2nd, and was surprised at the wonderful growth of the institution. In fact he was in doubt as to whether he could easily find his way out should he be left alone in some of the corridors of the buildings. He is deeply interested in the Normal and wants some of our graduates in Idaho. The only thing we have against Dr. Steely is that he persists (that's the right word) in remaining single.

'84, Brower, Wm. H., taught several terms in Luzerne county, but is now the proprietor of a large carpet store in Bloomsburg. Mr. Brower is interested in Y. M. C. A. work, church interests, and in everything that tends to improve and elevate mankind. He is the leader of the Junior Christian Endeavor Society of his church, and, judging from what we hear, has evidently found his calling.

'85, Hine, Harry, O., is in the Labor Bureau at Washington, D. C. We noticed in one of the Philadelphia Dailies that he had charge of one of the meetings during the large Epworth League Convention in that city.

'85, Ely, Carrie, (Ruddiman) is living a happy and devoted life with her husband who is connected with the electric road of Hazleton and vicinity. Carrie is as jovial as ever and is the happy mother of a daugher and a son. She lives on Alter Street.

'85, Walsh, Mary, is a "factor in the educational products" of Hazle Twp., in which district she has taught ever since her graduation. She evidently loves the work and proposes to devote her time and talents to the profession.

'86, Ikeler, Fred,—College Preparatory, entered Lafayette College in fall of 1885, graduating in class of '90. He is a member of Frank Hall and of the Chi Phi Fraternity. He was one of the editors of *The Lafayette* and of *The Annual*, and on class day delivered the mantle oration. Read law with Hon. Grant Herring and was admitted to the bar Dec. 7, 1891, and has already built up a large and lucrative practice, associated with his brother Frank, of the same class both at the Normal and at college. He is interested in literary work and is popular as a lecturer, having frequent calls in his own and adjoining towns. He is taking rank among the first at the bar.

'86, Keiper, J. Claude, after teaching several terms took the Civil Service Examination and soon received an appointment in the Pension Office, Washington, where he now is.

'86, Shultz, Ray, is now a student in the Drexel Institute, Philadelphia.

'87, Wagner, W. E., taught four years and then gave up the profession to enter the

mercantile business in Gordon, Pa., in which he has been eminently prosperous. He has been Justice of the Peace since 1890 and fulfills the duties of that office with dignity and honor. He and his wife are greatly pleased to note the increasing prosperity of the B. S. N. S., and say that it occupies a warm corner of their hearts.

'87, Lynch, Mary Hoyt, (Gaston) We take the following from *The Wilkes-Barre Record*, of June 5th :

In the First Presbyterian Church at 8 o'clock last evening Walter Gaston, the well known superintendent of the Hazard Wire Rope Works, was united in marriage to Miss Mary H. Lynch, of South Franklin street, one of the most popular young ladies of this city. The launching of the matrimonial bark was witnessed by several hundred of their friends, who formed a distinguished audience and whose words of comment were particularly complimentary to the charming bride and the entire wedding party. * * * * *

Following the maid of honor came the bride, leaning upon the arm of her uncle, Col. S. H. Lynch. She wore a costume of white satin with long train, made according to the elaborate fashion of the day, and a flowing veil was caught in her hair by a diamond pin, the gift of the groom. A beautiful bunch of bride roses she carried in her left hand. As she passed up the aisle to meet the waiting groom the words of admiration that caused an audible stir on either side of her were richly deserved. That she never looked more beautiful was the universal opinion. The impressive ceremony was performed by Rev. Dr. Hodge and no sooner had the momentous words "I pronounce you man and wife" been spoken and the benediction upon the union been pronounced than the Mendelssohn wedding march swelled in force from the organ, and the party left the church, the husband and wife leading.

No reception was held, owing to a recent death among the bride's relatives. Mr. and Mrs. Gaston left on an early evening train for a tour, and upon their return they will step into Mr. Gaston's home on Northampton street. An array of beautiful presents will always remind them of this pleasant event on a pretty June evening and of the esteem of their many friends.

'88, Bynon, Mary, is one of the conscientious and energetic "school marms" of the city of Hazleton. She is quite enthuiastic in the line of Physical Culture, and frequently during the last term led the city teachers in this work in Institute. She teaches in the B Grammar grade in the new high school building.

'88, Bucke, W. F. graduated in the classical course Dickinson College, this month. He received one of the honorary Orations for Commencement Day. He will enter the ministry.

'88, Kitchen, Will M., has for some time been the Gen. Sec'y., of the Y. M. C. A., at Scattdale, Pa. He is, at this writing, seriously ill at his father's home, Wellversville, Pa.

'88, Yetter, Adah, is teaching at Shamokin, Pa. She is undoubtedly successful as she is finishing her fourth year in that city.

'88, Magee, William F., is principal of a Business College in Shamokin. The College is a success and has been recently incorporated.

'89, Stager, Irene, holds a responsible position in the Public Schools of Shamokin. And from what we hear she rises to the responsiblities of the position.

'90, Kitchen, Minnie L., (Faus,) after teaching several years, was married to Rev. G. W. Faus, a former student at the Normal. Mr. Faus is a member of the Cent. Penna. Conference M. E., Church and is located at Costello, Potter Co., Pa.

'90, Magrady, Fred., teaches in Mt. Carmel, but finds time to edit a paper pub-

lished at Locust Gap, Pa. Fred is making his influence felt.

'90, Martin, Jennie, has held forth in Pine Street School, Hazleton, Pa., for four years, and has done excellent work. The indications are that she will not long continue in this way, as there is considerable reason for doubting the possibility of her remaining in the schools, when the doctor calls so frequently, and all in the house are well.

'90, Callender, Clark, is a minister in the Wyoming Conference of the M. E. Church and is now stationed at West Nanticoke, Pa. He is meeting with good success.

'91, Byrnes, Edw. S., is one of the young men who is not simply a teacher, but also an active citizen. He has good public ideas and knows how to make them known. He was recently elected councilman of Hazleton. He seems to thrive as a City father without losing his old time grip on educational interests. Edward is one of the boys of whom "Old Normal can be proud."

'91, Maue, Carrie, is on the teaching force of Hazleton, Pa. She formerly did primary work, but this year was engaged in the intermediate department. She developed considerable fame as an instructor in Vocal Music.

'91, Smith, Bessie, is teaching in Mt. Carmel, she is also employed in every "good word and work" for the community.

'91, Turnbach, Wm. A., is one of the promising young Principals of Hazleton. He was principal of Grant Street building (4 rooms) for several years and taught the intermediate grade. Last fall he was called up higher ; he now has charge of the Walnut Street building (8 rooms), and teaches the grade that feeds the High School. He is doing splendid work and will likely command a well deserved increase in salary. William has also developed into quite a violinist and can boast of an orchestra in his school.

'91, Trumble, R. Belle, (Replogle) was married, Dec. 19, 1894, to Mr. D. B. Replogle of Scranton, Pa. At home at No. 213 West Spruce street.

'91, Wenrich, Ida G., lost her mother on Saturday, May 25th, 1895. All her friends join in extending sympathy.

'92 Stair, Anna, is doing excellent work in the High School at Wanamie, and is being paid $75 per month.

'92, Nyhart, H. U., holds an enviable position in Newport Twp., Luz. Co. His aim is "still higher." He recently paid us a visit and seemed to be very much pleased with the many improvements.

'92, Westover, Mabel, is holding a lucrative position as assistant principal in the High School at Nanticoke, Pa. Mabel succeeds in whatever she undertakes.

'92, Romberger, Edw. W., finished his second year at Halifax and is now at the Normal preparing for College and making himself generally useful. He expects to go to college this fall. It may be said of Edward, that he can "go to Halifax," at an increased salary.

'92, Williams, Elmer, died in Scranton the latter part of May. We have not received any of the particulars of his sickness and death.

'93, Houseknecht, W. W., is meeting with good success in one of the schools in Newport Twp., Luz., Co. He has placed himself in a "line of promotion", and will, without doubt, reach his mark.

'93, Kline, Reuben, is teaching at Mt. Carmel, Pa. He was married, June 5th to Miss Jennie Dreher, also a teacher, a graduate of Millersville.

'94, Doebler, Clara E., taught a seven month school at Newfoundland, Wayne Co., Pa., and a Summer term of two months at her home, Mifflinburg, Pa. She visited the Normal in April.

'94, Turner, Bess J. A Columbia correspondent writes March 19th : "Our school closed last Thursday for the season, with

Bessie Turner as teacher. We are glad to say Miss Turner had a very good school and is well qualified for her profession."

'94, Monroe, Euphenia, has been teaching at Stockton, Pa., where she is very highly esteemed both as a teacher and as a lady.

'94, Woodward, Grace. We clip the following from *The Bloomsburg Daily* of Friday, April, 26th :

"There was a quiet wedding at M. C. Woodward's home on East street last evening. Rev. G. E. Weeks and Mrs. Weeks dropped in about half past five and a few minutes later the words were spoken which made Miss Grace Woodward the wife of Mr. O. K. McHenry, of Berwick. Grace is treating her friends to a little surprise, but there are hosts of them who will respond with best wishes for her happiness.

'94, Hehl, Minnie, has been doing credit to herself and to the Normal in the public schools of Catawissa. Her school closed Thursday, June 6th.



A Message.

You have asked for a song, from the idle pen
 Of a child of the school of the days gone by,
Shall the message be gay or sad, I send
 In the words that carry you my reply?

I know not what you would have me say,
 But this is the thought I would leave with you.
To all in the school, at their work to-day,
 I echo that motto, so old, "Be true."

For all the youth, though they win or err,
 At work, or filling the hours with glee,
Are building the walls of a character,
 To last through the years of eternity.

For good or ill in the days to come,
 Each stone you lay in its walls will tell.
And, O, leave nothing at all undone,
 But keep it upright, and build it well.

For as the years pass by, you will surely find
 That others will question the "why" and "how,"
And the world is not just as bright and kind
 As it looks to you, when you view it now.

And if any fault in the work be found,
 The one slight flaw will weaken it all,
And put to the test in life's trial ground,
 The walls will crumble and surely fall.

I fain would sing you a lighter song,
 But thoughts flow not by our wishes rule;
But my earnest hopes with you still belong—
 God bless you all in the dear old school.

S. R. E.

It may be interesting to our old Philo friends to know that the hall which has for many years served as a place for holding all business meetings of the society will be sold to the school. Its friendly walls are no longer able to accommodate all who wish to assemble. Let us all say a farewell to this old friend who has rendered such noble service.

As has been customary during the past years, Philo again turned out on May 30th.

Several handsome boquets were prepared, and at the appointed time many Philos were to be seen bearing a token of remembrance to be placed upon the grave of some departed hero. May this patriotic spirit ever exist among our members !

Philo has indeed a large membership and her ranks are continually swelling, yet of all her members not more than one-third have taken an active part in the literary entertainments. This was not only true during a part of this year, but in times previous the same has been the state of affairs. A limited number who have kindly consented to render all the literary exercises have been allowed to do so, while the great majority of members were unwilling to take advantage of the opportunities offered them. This condition of things was thought very objectionable, and measures have recently been adopted which will undoubtedly serve to eliminate this evil. Each member is now under obligations to perform any duty that may be assigned him. Should he refuse to do his duty when properly notified, he is subject to a fine of 50 cents, and upon a second refusal, any member will be expelled from the society. No one has as yet, been dealt with, and satisfactory results have been obtained.

The preparatory debates for the final contest ended at the last meeting of the Winter term. Our sister society failed to have her preparatory debates, and hence did not participate in the final contest. This left the contest between the chosen debaters of Philo, instead of the two societies. The final debate took place at the first meeting of the Spring term. The prizes were awarded as follows : Mr. Laubach, first prize, $15; Mr. Beale, second prize, $10; Miss Ada Lewis, third prize, $5. The judges were : Judge Ikeler, Hon. A. L. Fritz and H. V. White. The debate was very interesting and showed a great deal of care in preparation.

All who have participated in these debates feel that the intellectual training they have received from that work doubly repays them for the time and labor thus spent.

The debates have, as a whole, been exceptionally good, and have shown the exercise of careful thought in their preparation.

These debates have served to create a great interest in work of this character, and as a result a debate is now looked upon as the most interesting feature in the entertainments conducted by the society.

During the ensuing year, the plan which has already been productive of great results will be pursued. Prizes will again be distributed, and it will be the object of the society to improve upon the work already accomplished during the present year.





To give a full account of the year's work of the society is an impossibility, as space will not permit such a statement. We will try however to make a brief outline of our work during the year.

Last fall the Callies started with considerable money in the treasury, but as a majority of the members were in favor of refurnishing the hall to suit modern taste, the money was expended for that purpose. This left the treasury exhausted. To-day we have nearly one hundred dollars in the coffers of the society. All our programs during the year were of a literary charaeter. Nothing of the kind generally known as "special features" was practised during the year. It is not the aim of our society to gain patronage and applause at the expense of literary benefits. The Journal has gained prominence as a literary factor, and trained many of our members to express their thoughts to the benefit of themselves and the society.

May we not feel justly proud when we look over the year's work and recall the pleasant literary meetings and the benefits derived from them. It is only those who never did anything to promote their own welfare in the literary line, that feel dissatisfied with the work of the past year.

The program rendered on Saturday evening May 18, was one of the best given during this school year. The debate was of a speeially interesting character. The qnestion: "Resolved that the employer should share all the profits with the employees amounting to more than $2000 annually." The speakers on the affirmative were Messrs Evans and Hoke. Those on the negative were Messrs. Barton and Maize. The judges decided in favor of the affirmative.

The Calliepian Journal, which makes its appearanee at our regular literary meetings is a source of general information. It has proved very beneficial to those who contribute to its columns. The *Journal* never met with better suceess than at present. It is our wish that the members of the society next year will still increase its importance and popularity and make it stand out prominently as one of the leading features of the society's work.

Is debating the most important feature of the literary soeiety's work? And even if it is, are not the societies carrying it on to such an extent as to make it exelude other necessary features? Judging from the stress laid upon debating at present we are led to think that the other side of the subject is being entirely neglected.

Again we ask is debating the most essential feature of literary work of the societies? Is it of greater benefit to our students in after-life than some other work, sueh as writing of compositions, papers and journalistic work in general?

There was a time when oratory was the chief theme for study in our sehools and

colleges, but that time is now past. We have grown to be a race of readers during the last century or two. This has naturally led us from oral to written discourse. The orator is no longer at a premium. If we wish to travel the modern path to fame and fortune we must learn to successfully wield the pen. The old road traveled by our ancestors has become moss-covered. The goal no longer warrants the journey. People of to-day have less desire than formerly to sit and listen to a lecture for an hour or more; it is not in keeping with the spirit of "go" which our present generation possesses. If you wish to attract the attention of the public, you must do it while they move, because they have not time to stop and listen to argument. They want things arranged so that "he who runs may read." This is the spirit of the present age and we must cater to it.

Books have come to be looked upon as the quickest means of acquiring knowledge, and, since time is the important factor in life at present, books are naturally in demand. For these reasons we have become such a great reading race. Books are in great demand at all times and a wide field is offered for authors. This is why we think more attention should be paid to composition work in our institution. Debating is all right, but we think composition work should hold at least an equal position with it in our literary societies.

Let us have more writing of essays, papers etc. Resurrect the old-time society Journal and make it a feature of the weekly program. Let the members take a greater interest in their QUARTERLY department. Offer some inducements, if necessary, to have them contribute to its columns. Surely some plan can be adopted to make the QUARTERLY an avenue to encourage composition work. We think it can be made interesting, and it certainly will be beneficial.

Y. M. C. A.

It is certainly gratifying to those who are interested in the spreading of christianity, to see the young men of the institution taking deep interest in the Y. M. C. A. work.

As character is largely the product of early life, and is easily influenced by surroundings, young men should, either from choice or as the result of persuasion, surround themselves with the proper environment, and we believe that the Y. M. C. A. furnishes that requirement, viz: Christian influence, good reading matter, and the proper associates.

The attendance of each bible band has been considerably increased during the spring term by the large number of new students who have come in.

Our advice to those who expect to attend school at this institution, is, to connect themselves at earliest convenience with its association.

The first prayer meeting of the spring term was led by Prof. G. E. Wilbur. The talk which he gave was very interesting, and contained much wholesome advice. Mr. Hartman, of Bloomsburg, led the Sunday evening meeting of a later date.

An interest in foreign missionary work is being aroused in our association which, in conjunction with the Y. W. C. A. holds a meeting on the first Sunday evening of each month, for the purpose of becoming more familiar with the missionary cause in foreign lands. The first of these meetings was addressed by Miss Ayer, of Philadelphia. who is well versed on the subject, and who, therefore, makes it very impressive. The subsequent meetings were led by different members of the association, until that May 26th, when Miss Dunn, State Secretary of the Y. W. C. A., very admirably conducted a Northfield meeting. During this meeting a number of glowing accounts

were given of the different departments of work and sport at Northfield. Near the close of the meeting a collection was taken up for the purpose of sending delegates to Northfield to the coming convention.

The Wilkes-Barre District Convention held at Lansford, April 20-21, 1895, was attended by six delegates representing our association. A meeting in the B. S. N. S. auditorium was conducted by these delegates in which a complete report of the convention was given. In this, as in all others, emphasis was placed upon the necessity of greater spirituality, and the need of more thorough consecration to the work. Among other speakers at the convention may be mentioned Mr. J. K. McConkey, of Wrightsville, who gave bible readings on "The Holy Spirit"; Col. Fairman, of New York, and Judge Hinckley, of Danville, Pa.

The president of our Y. M. C. A., Prof. A. K. Aldinger, attended the State Convention of presidents of college associations, held at Bucknell University, April 19-21, 1895.

Once more we are brought face to face with the grim presence of death; therefore it becomes our more solemn duty to speak of the decease of one of our numbers, Mr. Emerson Fisher, who passed quietly and peacefully away after a brief illness, April 20, 1895. Mr. Fisher was a member of our school most of the time during the present school year, up to his death. He was an active member of the Y. M. C. A., and as such we are glad to say that along with his school work he did not forget to perform those other duties which we all owe to our Divine Master.

He was also a member of the Philologian Literary Society, and these two organizations in conjunction with the faculty appointed a delegation to attend the funeral. It was with a true spirit of affection that the mortal remains of our dead brother were borne by his school mates, solemnly and sorrowfully to their final resting place.

Y. W. C. A.

Miss Ayer, traveling secretary of the Student Volunteer movement, visited us from March 30th to April 1st. Miss Ayer is a student at the Woman's Medical College, of Philadelphia, and has consented to give part of her time to the volunteer work.

She met the girls on Sunday afternoon for an hour and also addressed the evening meeting. She told us that her chief aim is to present the volunteer movement in its true light, to arouse an interest in missions and to increase missionary libraries.

The volunteer work has been misrepresented, especially to Pennsylvania girls, and it is Miss Ayer's aim to correct this. Her object is not to gain a great number of volunteers, but the few who are really called and qualified to undertake the great work.

Miss Ayer was an inspiration to many of us. She told us in a simple, earnest way, a few of the facts concerning the great work which lies nearest her heart, and called our attention to the great ignorance among christian people concerning missions. Since her visit we have devoted the first Sunday in each month to missions, and have decided to add several new books to our missionary library.

Instead of the usual Bible bands, Sunday morning May 26, the girls listened to a very interesting and profitable talk given by Miss Dunn, our State Secretary, who spent Sunday with us.

Great interest is manifested in the Thursday evening prayer-meetings. At the beginning of the year they were held in Callie Hall, but later were changed to Study Hall, on account of the growing attendance. Now even that is not capable of seating all who come, without providing extra chairs.

The officers for the coming year are: president, Martha Dann; vice-president, Janet Lindsay; recording secretary, Anna

Trevaskis ; treasurer, Myrtle Swartz ; corresponding secretary, Marion Chase.

Sunday evening May 26, a Northfield rally was held in the auditorium. Miss Dunn had charge of the meeting. Short talks were given by all who had been to Northfield as delegates from the associations. After this, subscriptions were taken to raise money to send delegates this year, and over one hundred dollars was subscribed in a few moments. It is expected that much will be added to this, so that we will be able to send the usual number of delegates. The girls are to go in July this year, instead of June, as formerly, and are to stay ten days.

Athletic.

Second Annual Exhibition.

A FINE AND ENJOYABLE ENTERTAINMENT.



OUR SECOND annual exhibition of gymnasium work, which was given on March 15, was a decided success. We quote the following article from the *Bloomsburg Daily* of March 16 :

Bloomsburg turned out en masse last night, in spite of the storm, to see the best gymnastic exhibition ever given in this section. Every available corner of the large gymnasium at the Normal School was packed to its fullest extent to accommodate the spectators. Three tiers of seats were placed under the gallery, these together with the running track seats were sold within a short time after the diagram was opened. Bloomsburg knows a good thing sometimes even before she sees it. A large delegation from Wilkes-Barre and Pittston helped to swell the crowd. Everybody was expectant of a feast of good things and none were disappointed.

THE OVERTURE.

The Normal School Orchestra opened the program with one of their fine overtures. This was composed of a medley of the patriotic airs of America. The Normal may well feel proud of her orchestra. Their music is always of a high order and is executed with a skill and taste that leaves no room for adverse criticism. From merited applause following the music, we feel confident in saying that it was most heartily enjoyed by all present.

THE WAND DRILL.

The Junior boys now came marching in ready for the wand drill. Their black suits and pink sashes with the wand tied with a pink bow, gave the class a fine appearance. This drill was one of the most difficult of the evening. The boys showed their careful training, however, by finishing it in a most admirable manner. The charging, bending and facing were noticeably fine. It is worthy of note, too, that this was the first public drill given by the class.

MODEL SCHOOL CLASS WORK.

The next exercise was an exhibition of the regular class work of the Model School children. Forty little tots, many are not more than five years old, went through the marching and free hand work with a precision worthy of much older heads. These little people spend one period each day in the gymnasium and are always delighted to know that the time has come to go in. This drill showed the wonderful capabilities of childhood. Their little minds comprehended in a truly wonderful manner the time and rythm of the movements. They took some very pretty positions, ending with a kneeling posture with hands clasped. This was followed by the spiral march. These children may well feel proud of their drill.

PARALLEL BARS.

The work of the Normal boys on the parallel bars was one of the good things of the evening. The end work of Messrs. Wilson and Nagle was done in such perfect unison as to win merited applause. The individual work of Messrs. Melhorn, Miller, Williams, Patterson and Leich, was in many respects the best of its kind we have seen. Some of the features of the performance that seemed to please most were the hand walking, the sliding dip, the shoulder stand, front and back roll, the pull up, and the turkey walk.

TUMBLING.

Messrs. Bowman and Brandt now gave a fine exhibition of expert tumbling. The men made a decided hit in their perform ance and were warmly applauded. These men are from Wilkes-Barre and were also in the horizontal bar work.

INDIAN CLUB WORK.

The sixth event was the class drill of the senior boys with Indian clubs, Prof. Aldinger leading. This was an exhibition of regular class work. The costumes of the boys were very striking. The long pointed caps of red and white caught the eye as they came briskly in line. The white foot-dress, yellow trunks and black clubs gave a novel effect to the appearance of the class. Although the movements were not so intricate as in the other class in club work, they showed a great deal of ability and almost perfect smoothness of movement for so large a number. When fifty boys are drilled into such excellent form it speaks volumes for the patient effort that has preceded it. One of the most taking features of their work was the spiral run at the close of the drill. It looked like a maze of red caps, yellow trunks and white feet one moment and the next the long lines were uncoiling into some other figure. The work of this class was excellent.

PIZZACATI CHORUS.

The next number was the dumb-bell drill given by ninety junior girls, led by Prof. Burdge. The pink ties of the young ladies, together with their dark blue gymnasium costumes gave a uniform appearance to the class and added much to their fine appearance. A noticeable feature of the drill was the brisk, springy movements of the young ladies. This seemed to be a characteristic of all of the drills. Although the movements were executed with the precision of a machine, no mechanism can have the charm of the healthful glow of the cheek and the sparkle of the eye that marked every graceful movement. The whole difficult drill was executed without a noticeable mistake. This is all the more commendable when we consider the fact that this was the first public appearance of the class. Think of ninety pairs of bells striking in perfect time, ninety pairs of arms moving in unison, and ninety graceful bodies swaying to the time of music and you have a faint idea of the appearance of this drill.

THE HOOP DRILL.

The Senior girls, ninety in number, now came skipping in, with a graceful heel and toe movement, to their places upon the floor. Each girl carried a large hoop gaily decorated with the class colors of red and white. The bows of red and white upon the hoops, together with the large red ties, gave a very pretty effect to the various movements of the drill. This drill was one of the most interesting of the evening. Some of the positions were especially worthy of note. The charging, the hoops high over head and parallel with the floor, and the kneeling with hoops behind the head, were very fine in their effect. The whole exercise was executed with a grace and ease of movement that spoke well for the year's training.

HORIZONTAL BAR WORK.

This class was composed of eight young

men representing the Y. M. C. A., of Wilkes-Barre, led by A. F. Wolf, of that city. Their work was of a high order and was skillfully executed.

DRILL FROM GERMAN SYSTEM.

The tenth number upon the program was the drill given by the young men from Pittston. The drill was led by J. M. Tyson and represented a feature of the Y. M. C. A. work of the city. The diagonal marching was a very pretty feature of this drill. Twenty-four men took part in this exercise.

ARTISTIC CLUB WORK.

The eleventh number on the program was a class of Normal students composed of five young ladies and seven young men. They gave a very fine exhibition of artistic club swinging which called forth a well-merited burst of applause. We had seen individual exhibitions of this kind of work before, but the idea of a class of this size going through the intricate movements of a professional, and that, too, in perfect time to the music of an orchestral accompaniment, was a feast that, with our limited knowledge of gymnastics, we had not conceived of. It was a good example of co-education. The boys and girls stood in a line together, going through the movements with equal grace and skill. The flashing of the decorated clubs, the rythmic movements and the perfect time combined to make a picture that lingers with us this morning like the memory of a pleasant dream.

The following persons took part in this exercise: Misses Blakeslee, Bogenrief, Cope, Lewis and Lillian Mahon; Messrs. Wilson, Williams, Patterson, Nagle, Brower, Lerch, Burdge, and Aldinger.

HUMAN PYRAMIDS.

The town class gave next, a fine exhibition of heavy gymnastics. This class is composed of about twenty of the best gymnasts of the town. To say that they represented Bloomsburg in a creditable manner is putting it mildly. The first two figures were human pyramids upon the horse. The skill and muscle required to do this work can best be appreciated by trying it for yourself some time. These figures were followed by the elephant walk, hand stands and spinning wheel. The flower pot was followed by the squash, the hit of the evening. Imagine a row of men standing on their hands and knees side by side, then a row upon their backs in the same position, and so on until they are five high and you have the first picture. Then after a yell that would do credit to a band of Choctaw Indians, to have them suddenly drop into a pile of arms, legs and heads, gives the most valid of reasons why everybody in the crowd said Oh!

As an interesting contribution to the literature of the century we give the yell. As nearly as cold type can express it, it was like this:

Holle Knu Knee Knack,
Holle Knu Knee Knack,
Skin a ma rink,
Du Da Flummix,
Flipperty Flop,
We're on top,
Sis! Boom! Rah!

THE GRAND MARCH.

The grand march closed the gymnastic part of the program. Over three hundred and fifty people took part in this. First came the senior girls followed by the girls of the Junior class. The Pittston delegation, forty strong, came next, followed by Wilkes-Barre's representatives. The town class, conspicuous by their white suits, the Senior boys, resplendent in red and white, together with the Juniors tastily uniformed in black with pink sashes, brought up the rear. Each class could be distinguished by its dress. The pink ties and sashes of the Juniors, the red and white of the Seniors, the pure white of the town class, together with the colors of the visitors, made a most striking picture.

This closed the exhibition and now all waited impatiently the opening plays of the basket ball game which was to conclude the evening's entertainment.

Messrs. Aldinger and Burdge are to be congratulated upon the very successful work of their classes.

BASKET BALL.

The final event came with the contest between the Normal and Pittston basket ball teams. Play was called at ten forty. Two fifteen minute halves were played. Normal threw a goal within the first minute of play but it was not allowed as the referee blew his whistle before the ball was thrown. A foul was called on Normal but no goal was thrown. After a few minutes play a foul was called on Pittston but Aldinger missed the goal. Four fouls were now called on the Normal team in quick succession, one resulting in a goal. Time was soon called for the first half with the score 1—0 in favor of the visitors.

The second half opened with a goal for Pittston. The Normal team had the advantage in keeping the ball in their end of the gymnasium but fortune seemed to be against them. Time and again the ball struck the basket but did not score. A foul was called on Pittston, Burdge scoring one for the home team. The final score was 2—1 in favor of the visitors. The Pittston team consisted of nine men and the umpire.

Cycling.

There is perhaps no better evidence needed of the growing interest here in out-door sport and exercise than the increase in the number of bicycles in the school. This delightful form of recreation has taken firm hold upon us and has undoubtedly come to stay. It is not like some other forms of sport limited to the male sex. The ladies are as adept and as enthusiastic as the riders of the sterner sex. It is estimated that there are at least thirty-five wheels here. This means that almost 10 per cent. of our boarders are supplied with wheels of their own, while the number of riders who borrow is apparently quite numerous. The wheels have not only served for purposes of general exercise, but have been used to scour the country in search of botanical and other scientific specimens, thus confirming their right to rank as engines of civilization as well as instruments of diversion and implements of warfare.

Base Ball.

This year should have seen great things from us in base-ball. Our external equipments are all that we could desire. The new field was put into good shape as early as the weather permitted, a commodious grandstand was built, new uniforms and other appliances were purchased, but the preliminary practice revealed an unexpected dearth of good base-ball material. Men who were expected to develop, failed to attain to even second team form; in some cases because they were unwilling to give the necessary time to training, in others because they were not made of base-ball *stuff*. Notwithstanding all these things Prof. Aldinger, by calling in the assistance of a few of the special gymnasium students, managed to pull together a team that could play ball a little. The games played up to date with the scores are appended below.

May 4, Wyoming Seminary	9, Normal	6.
May 11, Wilkes-Barre	19, "	4.
May 18, Sunbury	23, "	11.
May 22, Wyoming Seminary	27, "	9.
May 30, Wilkes-Barre Y.M.C.A.	15, "	24.

The Athletic Association.

The annual June meeting of the Athletic Association convened on the 5th. The nominating committee put forward names as follows: For president, Fred Davenport; for vice-president, Magdeburg and Hughes; for treasurer, Prof. Dennis; for secretary, Warren Shuman and J. S. Fox;

for manager, Prof. Detwiler; for executive committee, Keefer, Smethers, Low, Jenkins, Mulherin, Nyhart, Hine, Sutliff.

The election resulted in the election of Davenport, president; Hughes, vice president; Fox, secretary; Dennis, treasurer; Detwiler, manager, and of Keefer, Smethers, Nyhart and Sutliff as members of the executive committee.

The association is in a prosperous condition, the report of the treasurer showing a balance to the credit of the association of $36.67.

Local.

At the recent election of trustees Hon. A. L. Fritz was elected to fill the vacancy left by the death of Dr. Jacob Schuyler. All the other members of the board were re-elected.

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The Y. M. C. A. quartette attended the Lansford convention in April. A very enjoyable time was had singing in the churches of Summit Hill and Coaldale, where the Bloomsburg delegation conducted Sunday morning and evening services.

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The large dormitory for the help was completed at the beginning of the Spring term and was immediately occupied. The grounds in front of it have been laid out in terraces and present a most attractive appearance. The building is a fine structure and adds so much to the back campus that many students have remarked that a back room, so called, is becoming most desirable.

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Dr. and Mrs. Welsh spent two weeks in Atlantic City in April, both returning much improved in health. Miss Perley and Miss Emilie Smith spent the spring vacation at the same place.

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A teachers' contest, conducted by the Harrisburg *Patriot*, in which the first prize was a scholarship for one year at B. S. N. S. has been attracting considerable attention of late. The prize has just been awarded to Miss Clara Lavina Lynch, a popular graduate of the Harrisburg High School, who received 58,685 votes.

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At a business meeting of the Y. W. C. A. held Monday, June 10, the following persons were elected delegates to the Young Womens' conference at Northfield, July 20-30: Miss Dann, Miss Trevaskis, Miss Drum and Miss Gernon.

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The bell that has long roused the sleeping Normalites has at last been classed among the things that were, and a "heathen invention" has taken its place. A large Chinese gong is now used to rouse us in the morning, and to call us to meals.

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During the hot days about the first of June the periods were shortened to one-half hour, thus shortening the school hours and giving a welcome breathing spell.

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The prayer meeting of Sunday evening, June 9th, was held on the campus, Prof. Noetling conducting the services. The exercises were much enjoyed by all who participated.

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The Senior class officers for this year are: President, Friend Gilpin; Secretary, Mame Detwiler; Treasurer, Theo. Wagner. The class colors are maroon and white.

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The Junior class met a few weeks ago, to effect a regular organization. The following officers were elected: President, Edw'd Hughes; Secretary, Vida Bowman; Treasurer, Mr. Barton. The class colors are olive and white.

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The Spring vacation passed very enjoyably to the teachers and students about

seventy in number who spent the time at the Normal. A taffy pull in the kitchen served to pass the hours of one evening, while on Saturday night a grand masquerade took place in the gymnasium. Many noted people, famous historically and otherwise, took part in the festivities, and enjoyed the refreshments served in the dining room at the close of the evening.

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Owing to the change in the course this year both Seniors and Juniors have been pursuing the study of botany this term. If any wild flowers remain for their successors it will indeed be a marvel, for there is no woodland nook within a radius of several miles from the Normal, that has not been ransacked for specimens.

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An interesting lecture was given here Monday April 29, by a Bulgarian gentleman, Mr. Shoomkoff, on his native land. He is a graduate of the University of Pa., and is now pursuing medical studies in Philadelphia preparatory to returning to his own country as a missionary. The lecture was well illustrated and was both instructive and interesting.

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Dr. Marshall of Chicago addressed the students at the Chapel exercises Saturday morning, May 25, on Japan. Dr. Marshall has been an extensive traveler in Japan and other eastern countries, and his remarks, which were very timely, were received by the students with great enthusiasm.

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At the beginning of the Spring term the services of Mrs. A. W. Kusel were secured to give a series of six lectures on cooking. The lectures were well attended, and excited much interest in this important subject.

Mrs. Kusel is employed (by private citizens) to give instruction in cooking to the public school pupils of Berwick. She understands her subject, and knows how to present it.

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Nearly fifty former graduates returned to their Alma Mater during the past year for instruction in one or another of the departments. Many of them returned to get an insight into the much-talked-of Pollard Synthetic method of teaching. Others came to take advance work and so prepare themselves for higher positions. Some came to prepare for college.

The college preparatory work of the school has become so great that it will hereafter be given more time and attention than has been possible during the past, when the teachers of those branches have been worked almost to their limit with the branches of the professional courses.

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The Model School has had a most successful year. It has increased in numbers to a point never before reached and the attendance has been more regular and steady than ever before. The public has not been slow to appreciate the excellent work done in this department and the increased attendance is undoubtedly due to a more widespread knowledge of the advantages offered to its students. Pupils have been enrolled from such distant points as Pittston, Shickshinny, Light Street, Willow Grove, Briggsville and Espy, as well as a largely increased number from the town. It continues to be, as always, one of the most interesting departments of the school.

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The trustees have taken a wise step in providing for the library during the coming year. The need of a person trained especially for library work, and therefore able to aid, suggest and direct pupils in their reading and research, has been felt for some time. The need, too, of having the library properly catalogued according to the card system, has also been felt.

Up to the present time available funds could not be found with which to supply these needs, but the trustees have employed for the coming year, Miss Emilie Smith, to do this work. To fit herself more fully for the position, Miss Smith will spend a portion of the summer vacation at the Amherst Summer School for Librarians.

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Never before in the history of the school has the Music Department had so many pupils, or been so successfully conducted in other respects as during the present year.

Three new pianos and a clavier were added during the year to this already well-equipped department.

At the beginning of the Winter term, the work became too great for Miss Haas and her assistant, Miss Stump, to do, and the trustees employed as a second assistant and vocal teacher, Miss Isabelle V. Coburn.

This year the department has its first graduate in the person of Miss Mame Stair. Next year there will be a much larger class.

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Although the thermometer hung around the nineties all the evening, a large audience came out on May 31, to hear the lecture of Hon. Chas. Emory Smith upon the subject, "The Czar and his Empire." Mr. Smith speaks upon the subject from the standpoint of personal experience, having been our minister at the Court of Alexander.

He gave a most interesting and valuable account of the secret part Russia took in aiding the Union cause during the Civil War. The patriotic citizen cannot fail to entertain a most kindly feeling for Russia when these facts are known. He drew a striking contrast between the Court etiquette of England and that of Russia, much to the detriment of the former.

The Russian Empire abounds in contrasts; extreme poverty, immense wealth, cruel and vicious inhabitants on the one hand, and the very acme of the virtues on the other, while the physical characteristics of the country are equally diversified. Many stories were related of personal characteristics of the late Czar, showing his kindly nature. The Czar is always presented to ladies and not the ladies to the Czar. Mr. Smith says: "Even the Czar of all the Russias bows to the imperial scepter of woman."

This was the last lecture of the Normal Course. This series of lectures has been a most valuable, as well as enjoyable one.

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The Pollard Method.

As many of the readers of the QUARTERLY know, the trustees of the school, last January employed a special teacher to introduce the Pollard Synthetic Method of teaching children to read.

They had two reasons for doing this. One was to test the results of the system by placing a class of children under daily instruction in it. The other was to give the members of the senior class, many of whom will secure schools in cities and boroughs where the method is in use, a chance to learn how to use it.

The teacher, Miss McMollan, of Marshalltown, Iowa, brought the experimental class at the end of about twelve weeks, before an assemblage of patrons and trustees, and explained somewhat of the nature of the method and of the work done by the class, and tested the class to show results. The results were very gratifying apparently to all present, and the trustees decided in a meeting soon after, to continue the work to the end of the year.

The work went on successfully; every senior received the instruction without charge; interested teachers in neighboring towns were accommodated by the organization of special classes at times and places to suit their convenience; and in the end it was decided to adopt the method and use it throughout the Model School during the following year.

The foundation principle on which the Pollard Method stands, and which makes it differ from other methods of teaching children to read, is that *the elementary sound* instead of the *word* is the unit of speech. Many devices are used to interest the child, and link his knowledge of elementary sounds, (gained from his experience) to his conscious use of them in speech; and it is these devices rather than the underlying principle that form the basis of the attack of those who oppose the method.

The trustees are to be highly commended for their action in this matter, not simply for introducing the Pollard Method, but also because they have again demonstrated that they are determined to keep B. S. N. S. abreast of the times; that they are not afraid to try the new in education; and that when they do try it, they try it thoroughly. The real test of the work will be made, of course during the coming year.

Music Recitals.

The usual excellent term recitals were given by the Music Department this spring. The popularity of these recitals with pupils, and with friends of the school, is an assured fact. We give the program of each for the term.

APRIL 26, 1895.

Impromtu in F.....*Thomi.*
Esther Powell.

Valse Brillante.....*Bachmann.*
Myrtle Swartz.

"Happy days gone by".....*Strelezki.*
Elsie Colgate.

Momens Musical, op. 142, No. 4...*Schubert.*
Mame Stair.

"The Holy City".....*Adams.*
Hannah Evans.

Spring Song.....*Lange.*
Grace Housel.

JUNE 12, 1895.

Lute Serenade.....*Behr.*
Julia Moran.

"Dear Heart".....*Matter.*
Marion Chase.

Intermezzo.....*Gautier.*
Delia Geisinger.

Slumber Song.....*Bohm.*
Misses Reimensnyder and Billmeyer.

Elfin Dance.....*Tapper.*
Bertha Shortz.

"Serenade".....*Veidlinger.*
Anna Riley.

First Rondo.....*Greene.*
Laura Prosser.

Serenade Badine.....*Gabriel.*
Helen Baldy.

Impromtu, op. 90, No. 6.....*Schubert.*
Helen Lawall.

"My true love hath my heart"...*Marston.*
Misses Jones and Colgate.

The Musicale March 19, 1895.

"Music resembles poetry; in each
Are nameless graces, which no methods teach,
And which a master's hand alone can reach."

The master's hand was surely in evidence last night, in the Normal Auditorium. The Music Department of the school held open house for its friends and patrons, giving lovers of good music a most enjoyable treat. Although the program was classical, to a great degree, the large audience gave evidence of their thorough enjoyment of every number.

Mr. Smith, of the boy's octette, being ill, the boys did not appear. The Normal Orchestra opened the evening's program with selections from the opera Wang. The orchestra rendered this selection, as well as the last number, in a most excellent manner. There is a life and feeling in the music of this organization that marks every selection with the interpretation of a master. The orchestra is composed of nine members: Misses Haas and Stump, Messrs. Rehm, Miller, McHenry, Foulk, Magdeburg, Stauffer and Millheim.

The Kinder Symphony was one of the

most enjoyable features of the evening. This was an orchestra composed of the younger girls among the music pupils. It was not intended to show great brilliancy of tone but as an illustration of what an important part time is to music it had no equal on the program. We never knew before how much real music tin whistles and instruments of like nature, contain.

The serenade club, Misses Haas, Stump, Lawall, Mahon and Mr. Hensel, gave a fine selection. The only disappointing thing about it was the fact that they did not respond to the encore.

The Skating Song by Misses Andreas, Vastine, Chase and Kearney, the solo by Miss Coburn and the Rainy Day song were other good features of the evening.

The last song by six little girls from the Model School was nicely acted as well as sung. Clothed in long coats, with caps and rubbers on, and carrying umbrellas they expressed what a rainy day means to little people. It should be understood by the public that these term concerts are not designed simply to cater to a taste for popular music but to interpret some of the work of the best composers as well as to please. A good musician would rather play to an audience of twenty-five appreciative listeners than to a house full of people who do not understand or appreciate his efforts.

This Musicale is a fitting close to one of the most successful term's work of the Music Department. The vocal work of the term has been under the direction of Miss Coburn, the instrumental work is in care of Misses Haas and Stump. The above is quoted from the *Bloomsburg Daily*, of March 20, 1895.

Miscellaneous.

Reply to an Anonymous Article Entitled "Statistics, Pennsylvania State Normal Schools."

Some time since an anonymous typewritten article was sent to some prominent members of the Legislature, with the title "Statistics, Pennsylvania State Normal Schools." While the article will not mislead anyone who knows the author, it is deemed advisable to correct some of the mis-statements made in it for the sake of the schools attacked and for the sake of truth itself. The various topics mentioned in the article will be noticed in their order.

1. *As to Teachers.*

Quoted from the article:

Whole number teachers in State outside Philadelphia. 23,153.
Teachers Normal graduation. 2,487 or 10 per cent.
Teachers trained in Colleges Academies and Seminaries 4,178 or 18 per cent.

The following statement from the State Report for 1894 (page xxvl.), is a sufficient reply to the foregoing:

Teachers who have graduated at a State Normal School	3,190
Teachers who have attended a State Normal School and did not graduate	3,808
Teachers employed who were students in the common schools	6,480
Teachers educated in academies and seminaries	3,937
Teachers who are graduates of college	241

The foregoing statement necessarily does not take into account the character of the work done by the teachers prepared at the professional schools as compared with those who have made no special preparation.

2. *As to Trustees.*

Quoted from the anonymous article:

The State has no real control over these schools, since the local stock-holders have the power to nominate the State Trustees, which nomination the Governor must confirm. Hence the State is not represented on the Boards of Trustees.

The following is the law with respect to the election and appointment of Trustees. It is believed to be carried into effect in both letter and spirit.

.....and at the same time, said meeting of contributors or stockholders shall nominate twelve persons to the Superintendent of Public Instruction, from whom, if satisfactory, or if not, as herein-

before directed, he shall appoint two trustees to serve for one year, two for two years, two for three years; the nominations for all subsequent years being limited to four, and the appointment of two to serve for three years.

3. *As to Teachers.*

Quoted from the anonymous article:

Normal schools, existing to train teachers, would necessarily have trained and experienced instructors—in a word, expert teachers. In reality however, the great body of these teachers are young and utterly inexperienced persons. It is the "blind leading the blind" in the truest sense. It is true that there are some teachers of experience in all these schools, but most of the work is done by those entirely without experience.

The absurdity of this statement is shown by the following items from five normal schools, and a similar condition exists in the others:

	Average age of teachers.	Average number of years taught
Millersville,	39	15
West Chester	40	14
Kutztown,	38	15
Shippensburg,	32	11
Bloomsburg,	34	13

These schools were selected simply because of their nearness to the chairman of committee preparing this reply.

4. *As to the Teaching.*

The author of the anonymous article "*quotes*" from an article published in "Science." This article is by Dr. G. G. Groff, professor at Bucknell University, and, like the anonymous article, is an attack on the Pennsylvania State Normal Schools. The point of the "*quoted*" article is that the Pennsylvania State Normal Schools neglect the teaching of science. The article states that in the 12 normal schools of the State there are 16 teachers of science.

In the five normal schools referred to above there are 20 instructors who teach the physical sciences, and a like proportion may be found in the other schools.

If necessary, attention might be called to work in botany done in many schools. In some normal schools, students have been known to analyze nearly 200 plants, studying their growth, etc., etc. Other science studies are frequently pursued with the same care.

5. *As to the Examinations.*

The anonymous article states:

It has been a rule in these schools to hold secret final examinations, to which no one but the examiners and the faculty were admitted. In all other schools the reverse is the practice. All State examinations should be fully open to the public. Think of examining medical men in secret, or lawyers.

This is false. The only persons excluded from the examinations are the undergraduates of the normal schools. All other persons are at liberty to attend. No member of this committee has ever attended a "final" examination that was private. The reason for excluding undergraduates is so obvious as to require no explanation.

The author of the anonymous paper tries to create the impression that diplomas of normal schools have been "transferred from person to person," though he does not have the hardihood to make the charge directly. It needs only be said that, so far as the committee can ascertain, there is absolutely no proof that a diploma or certificate issued to a normal school graduate was ever transferred to another person. The fact is, no class of institutions guard their diplomas more carefully than do the normal schools of Pennsylvania.

6. *As to the Use of State Money.*

It is stated that in one school a debt of $20,000 has been carried for many years, for the express and only purpose of being used as a lever to secure money from the State Treasury.

This not true.

The article also states:

In one case, to use surplus money, a principal's house costing $20,000 was built.

This house cost about half the sum mentioned, and is used at the present time to lodge students, as well as to furnish a dwelling for the principal and his family.

To quote again:

$5,000 a year and family kept has been paid to principal's to use up State money.

No principal of a normal school in Pennsylvania gets, or ever did get near this sum of money for his services.

The article also says:

In one case a dead-lock existed for over six months in election of Treasurer of school, the fight being over the control of large funds in hand.

This is not true. The dead-lock occurred in the organization of the Board, and each party offered to vote for the other's candidate for treasurer if its candidate for presi-

dent were elected. It may be added that there were no "large funds in hand."

7. *As to the Rates Charged by Normal Schools.*

The article tries to make it appear that the rates charged by State Normal Schools are greater than those charged by academies and colleges. A few facts must be noted in this connection.

The highest rate charged by any School in the state is $210 a year of 42 weeks. From this amount the State aid of 50 cents a week is deducted, so that the student pays $189. In this school Latin, Greek, German, French, the higher mathematics, drawing, vocal music in classes, chemistry, zoology, geology, etc., etc., may be studied without extra charge. The lowest rate charged is probably $160 a year of 42 weeks. Deducting the State aid, the student pays $139, with no extras for the elementary or scientific courses. The author of the anonymous article mentions several academies for comparison with normal schools.

Darlington Seminary for young ladies, an excellent school, charges $180 for 40 weeks, with Latin, French, German, Drawing, Vocal music in classes, etc., *extra* (Catalogue, p. 12).

Keystone Academy is a denominational school, with a school year of less than 40 weeks. The catalogue states that $150,000 have been given or pledged to the school, and that annual "contributions" are made, and that "tuition and boarding are furnished at much less than cost."

The Mt. Pleasant school is also a denominational school, with a school year of 35 weeks. Drawing, German, French, class work in vocal music, etc., are *extra*. The catalogue states that education at this school costs twice as much as students are charged for it, about $177.

Dickinson Seminary, a Methodist school, has a school year of 40 weeks, $225 a year, with drawing, elocution, class work in vocal music, use of gymnasium, book-keeping, etc., *extra*.

Wyoming Seminary has a school year of 36 weeks, cost $225. These schools are mentioned here because they have been referred to in the anonymous article.

It should further be borne in mind that the grade of work done in the Normal Schools requires a large equipment, better appliances, and a higher grade of teachers than many academies require. The equipment in many departments of the Pennsylvania Normal Schools will bear favorable comparison with that of other higher institutions throughout the State, while in most instances their rates are less.

8. *As to Unfair Advantages.*

The anonymous article states:

> The Pennsylvania State Normal Schools are maintained by three unfair advantages which they possess by law. In reference to private schools they are most unjust monopolies.
>
> 1. The State pays their pupils a weekly rebate of 50 cents. This draws students.
>
> 2. The State pays a bonus of $50 when the student graduates. This also is a strong drawing card.
>
> 3 Normal graduates are exempt from all examinations by county superintendents. This, too, is a great drawing card.

In reply it may be said that the State aid of 50 cents a week and of $50 at the graduation is paid only to those students of the normal schools who are fitting themselves to teach in the public schools of the State. This money can be drawn by the student upon his signing a paper to the effect that he is preparing to teach in the public schools of Pennsylvania. This paper is filed in the Department of Public Instruction at Harrisburg. This State aid is not an appropriation to the Normal Schools, but to the teachers of the public schools. When we remember the low salaries paid in many parts of the State to teachers, and recall the devotion and self-sacrificing spirit of many of the public school teachers, it does not seem possible that any right minded man will begrudge the small amount given to these teachers when they endeavor to fit themselves better for their work by attending a school established by the State for the preparation of teachers.

As to the statement that "normal graduates are free from all examinations by county superintendents," let us say that when a student graduates at a State normal school he receives a certificate good for two years. This certificate is granted to him only after a rigid examination conducted by a board of examiners, at least three-fifths of whom are commissioned superintendents. The board of examiners appointed for each State normal school this year consists of seven

superintendents and two normal school principals. What other school subjects its candidates for graduation to the severe test undergone by all graduates of the State normal schools?

After completing this examination, the normal school graduate can not receive a life diploma or permanent certificate until he has taught successfully two years and the Board of Directors and the county superintendent under whom he teaches approve his work and certify to that effect to the State Board of Examiners.

In conclusion we desire to call attention to the fact that last year New York gave its State Normal Schools for maintenance alone $246,000. These schools had 4310 normal students and 503 graduates (N. Y. State Supt. Report, 1893–94). Pennsylvania last year gave its thirteen State Normal Schools $130,000 for maintenance. These schools had 6714 normal students and 1015 graduates. Comparison with other states will show a similar ratio in most cases.

It must also be remembered that no State Normal School in Pennsylvania ever paid a dividend to its stockholders. The opposite impression is abroad and should be corrected. If there are gains, the amount is spent at once in furnishnig better appliances and buildings for their work. As a rule, sectarian institutions are heavily endowed. Normal schools are recognized everywhere as State institutions, and this fact is sufficient to prevent them from being endowed. The State requires an annual account of all receipts and expenditures, and holds them to a strict accountability for the proper disposition of their funds.

It must not be overlooked that institutions of learning require more support than can be obtained from the students attending them. Sectarian schools and colleges are, as a rule, heavily endowed. Schools established for a specified public purpose, as normal schools, etc., must receive some support from the States benefitted by them. This principle is followed the world over, and is the result of the experience of years. It is recognized by all the States of the Union with but few exceptions. It is safe to say that no expenditure of public funds has done more for the cause of public education than the amounts that have been invested in the State Normal Schools of Pennsylvania.

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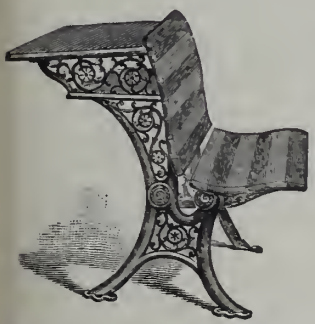
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Vacation days are swiftly flying, and it is well to stop for a moment and consider whether they are being wisely spent or not. It is a welcome time to every one when the busy ebb and flow of student life comes to rest; when, like the noon whistle in the clattering mills, commencement gives the signal for a space of quiet.

It is a grateful respite from the rush and hurry of the busy months of work, and all too rapidly do the few short weeks fly past. And just because they are so few and so fleet-winged it is necessary for us to use them wisely. Vacation is too often regarded as a playtime, and energies are devoted to that playtime which should be saved for other things. The engineer of the busy mill, when the noon-time whistle blows, does not increase the pressure of the steam and drive his engine more rapidly. On the contrary he shuts off the pressure, and the engine, which with untiring energy has steadly performed its tasks throughout the long forenoon, comes quietly to rest.

We, too, who have been at work for ten long months have our space of quiet, and when commencement gives the signal for the noon-time of the year, we, like the engineer, should shut off the pressure and come to rest. The oil-cups must be filled, so to speak, and the necessary adjustments made to this part of the engine and to that so that when the machinery should move again we may be fully prepared to do our work as engines in the machinery of life.

Let us appreciate the fact that vacation, while it is and should be a holiday time, is none the less a time of rest and preparation for the work to come, and that we must not waste it and our strength in too vigorous play.

There is another duty that vacation brings, however, which should not be overlooked. It is true that we should at all times embrace every opportunity to make

the most of ourselves, but it is doubly true of vacation time when we are more at liberty to consider ourselves and our interests than at other times.

While a vacation is a time to rest it is not a time to idle, and our rest should be turned to good account, and made profitable as well as our work time. In vacation the members of our school are widely scattered, just how widely it would be hard to say, but widely enough that many and divers opportunities are given us for using our powers of observation. Now if each of us in our corner, be that corner ever so little, would keep our eyes open to that which is to be seen and view it intelligently, we may add to our store of information, and, in informing ourselves, fit ourselves to pass that information to others.

There is a mill in your vicinity. Did you ever go over and find out what is made there and how it is made and where the material comes from and where the product goes? Do you know the number of inhabitants of the nearest town and the chief industries? You are taking a railroad journey. Do you note the character of the country, the general direction in which you are traveling and the apparent welfare of the people, or is the journey considered as a necessary evil and the brakesman's announcements of the stations along the way as dry and dreary a list of names as that in the dictionary? You are rusticating in the country on a good old fashioned farm. Nothing to be learned there? No points in the management of farm work worth consideration? What is the name of that mountain over there? What kind of trees are most common in your vicinity? Are there points of historical interest about? What is their history?

These questions are but hints to show what information is within our reach if we will but grasp it. One thing will be of interest to one person while something else appeals to another, but there is always much of profit for anyone almost everywhere, and a vacation spent with wide-open eyes may be almost a liberal education as well as a time of rest.

Those who expect to complete the junior year work in a single term, should attend during the fall term. It is during this term that most careful drill is given in the essential parts of the different subjects. Those who get this fall term drill have a much better chance of completing the work by attendance during a single term than those who do not. The fall term's work not only strengthens pupils in all their weak points, but gives them a clearer understanding of the remainder of the work to be done, gives them a better foundation to build on, and thus enables them to do the remainder of the work much more effectively by themselves or under instruction at home.

Of course, it is not always possible to attend in the fall. This is especially true of those who teach, and yet some of these can and do enter for the first few weeks of the fall term, before their schools open.

Those who have followed this plan of getting as much as possible of the fall instruction, are unanimous in their endorsement of it. Those who think a cyclone review of all the junior work during a spring term, is the best thing, or the only thing they need, are often the ones who come to grief in the final examinations.

There has been considerable inquiry on the part of those who wish to enter the coming junior class, but who have not passed the entrance examination, as to what arrangements can be, and will be made to accommodate them.

It is very gratifying to be able to announce that a special provision has been made for all such students. To enter the junior class candidates are required to pass in history, geography, physiology, reading,

writing and spelling. Classes in these subjects will be organized at the opening of the term, September 2, and will make a thorough review of them. At the close of the review, an examination will be held, and those found proficient will then take up the regular junior work.

During this review, junior arithmetic and algebra will also be carried along. By this plan, any one who is sufficiently advanced to complete the junior work, will be enabled to do so.

The Pollard Synthetic Method of Teaching Reading will be used in the Model School during the coming year. Seniors will receive instruction in it, and will use it exclusively in their practice teaching. It is the intention to go "by the book;" that is, use the method as laid down by the author. Any changes, if made at all, will be after the method has been mastered by those who use it and direct the work.

While it is a matter of considerable expense to the school to introduce this method (requiring the service of a special teacher both during the past and coming years) no extra charge will be made to those who receive the instruction.

It is very gratifying to all friends of the school to note the interest of graduates in advanced work. During the past year over fifty graduates of the school returned to take post-graduate work.

The best public school positions are out of reach of graduates who take only the elementary course, as their knowledge of Latin, Mathematics, &c., is not sufficiently extensive. Those who would rise in the profession must take advanced work. If they can not take a college course at some good college, they should take the additional year arranged for graduates in the elementary course, and called "The Regular Normal Course." Those who have examined this course as laid down in the catalogue can not help but see how admirably it is adapted to the needs of graduates, who are looking for advanced standing. Those who complete this course, would not have to compete with teachers holding provisional certificates for short term schools paying twenty-five to thirty-five dollars a month.

The best public school positions are "going a begging." Normal school graduates (of the elementary course) are not capable to take them, and college graduates look for, and usually get something better. There are only about 300 college graduates in the state teaching in the public schools. This is not because the college graduate is crowded out, but because he can do better than teach school at the salaries offered.

It may not be generally known that graduates can take this advanced course, a few studies at a time, extended over a number of years. Those interested should read the new catalogue.

The next State Teachers' Association will meet at Bloomsburg. On account of its nearness to so many of the cities and towns that rank high in educational interest, it is believed that the attendance will be unusually large. Everthing that can be done will be done to make all visitors comfortable. It is too early to make specific announcements, but the trustees are laying plans for the visitors, which, when mature, will be made public.

Pedagogical.

Lesson hearing is not teaching. Telling pupils to take the next lesson is not teaching, for the lesson may not be adapted to their advancement, it may not be graded to their ability; indeed it cannot be. If a lesson is adapted to the pupil's ability and they have sufficient time to prepare it, they will do so without help from the teacher or any one else. If they cannot prepare a lesson without help from some one, the task is

not adapted to them. Helping them to prepare a lesson or, which is the same thing, explaining it to them, is impeding their progress. Only what they themselves do benefits them. Showing a pupil how to solve a problem amounts to the same as lifting him over an obstacle, instead of enabling him to surmount it himself.

There is a difference between teaching and educating. The educator has the future good of his pupils at heart, the teacher is satisfied if their lessons are prepared. The educator aims at making good, intelligent, law-abiding men and women; the teacher, at making scholars. The former employs examinations to test his own work, the latter to spur his pupils on to greater efforts and "more thoroughness."

A primary school is no kindergarten, no matter how many of the kindergarten exercises and plays it may use. The kindergartner makes no effort at teaching branches of knowledge; her work is with the children's inner life, their thoughts, disposition, habits, &c. That no adverse circumstances shall mar its development, she observes and studies each child with even more solicitude than the gardener does the rarest and most valued plant. Instead of repressing the children's instincts, she turns them into channels of education. The instinct of activity she uses to train their muscles; investigation, to train the senses; power, to train the emotions; love, the affections; continuity, the reason; justice, the difference between right and wrong; obedience and resolution, the will; reverence, worship; imitation, faith.

The conceptions entertained by the general public and even by teachers, concerning the functions of a model or practice school, are in most cases, erroneous. Some, believing that model school practice consists in hearing lessons recited, consider twenty-one weeks of such work sufficient to turn out fully equipped pedagogues. Others seem to think that the object of a so-called practice school is to learn special ways of doing things, of performing pedagogic tricks, mechanizing teachers. A third class, and as yet the smallest, maintains that there are underlying, general, guiding principles which should be learned before the practice begins, and in accordance with which the practicing should be done and criticised.

The last class unquestionably has the true idea.

It seems to be quite generally believed, too, that the model school practice is no preparation for the actual instruction and management of a school. This opinion may, or may not, be correct. Where the apprentice teachers are not given the time to make proper preparation for their teaching, the claim is undoubtedly valid; but where they are allowed ample time to do themselves justice, it has no foundation whatever.

Satisfactory and sufficient model school practice gives a better outfit for teaching than two or more years of blind experimenting with even the best intentions.

It is a fact worthy of note and one to be lamented, that few students, and even many teachers, do not realize what the chief object of a student's work is. Does a student labor that his mind may be richer in the facts of mathematics, physics, or meta-physics? Partly, yes; mostly, no. The principal object of his work ought to be *development of mind*. In development the teacher has a part, the student has a part. And it is owing to the ignorance of the teacher as to what his part is and what the student's part is, that there often is great talking, much cramming and dwarfing where there should be more thinking and better development.—*Public School Mirror. West Va.*

The report of the Committee of Fifteen makes frequent appeal to experimental psy-

chology in dealing with the question devoted to the several branches. For example, it often discusses the danger of too much thoroughness of drill in teaching and the use of processes that become mechanical after some time. * * A study may be continued so long under the plea of thoroughness as to paralyze the mind, or fix it in some stage of arrested growth.

The committee have been at much pains to point out the importance of leaving a branch of study when it has been studied long enough to exhaust its educational value. It is shown in the case of arithmetic that it ought to be replaced by algebra two years earlier than is the custom in the public schools at present. * * * The educative value of a study on its psychological side is the greatest at the beginning. The first six months in the study of algebra or Latin—it is claimed that even the first four weeks—are more valuable than the same length of time later on. For the first lessons make one acquainted with a new method of viewing things.—*Dr. William T. Harris, N. A. Review.*

The best way to comprehend is to do.—*Kant.*

The mind, from its very constitution, seeks to develop itself. A boy is not a mere recipient of knowledge; his faculties are continually developing themselves by exercise. Everything in the world around him tends to stimulate this development. His Creator has placed him in this beautiful world, where all its laws and phenomena tend to quicken, develop, and elevate his physical, intellectual, and moral powers. The creature should surely follow out the intentions of the Creator.

But educators, in place of fastening this development, have too frequently directed their energies to counteract it; instead of regarding knowledge as a *means*, they have looked upon it as an end.—*Tate, in Philosophy of Education.*

Our civilization is so bent on the conquest of nature and the production of wealth that it perpetually strains its supply of nervous energy and produces disaster. Here is the special problem of our time for hygiene to meet: How to restore and conserve nervous energy?

There are three factors here: First, the one of food and its proper assimilation; second, the factor of rest and sleep; third, the factor of exercise—muscular and mental. It is obvious enough that digestion requires nervous energy just as muscular and mental labor do. Hence digestion must be given time. It must not be encroached on by bodily exercise, or by mental exercise. But what is the average time required for this, and should it be total cessation from bodily and mental labor, or is light labor of both or either best for the digestive process?

Here our quantitative tables and the observations of our medical directors are to give us the true answers. * * *

Besides the mistake of cutting off the sleeping hours at the beginning or at the end for the sake of physical exercise, there is an equally harmful mistake of bringing the hours of exercise close to the hours for meals. Just preceding or just succeeding a meal, any exercise of a sufficiently energetic character to cause the blood to leave the organs of digestion and fill the muscles of the body or the brain, is injurious and tends to produce dyspepsia. * * *

It is most important to note that gymnastic and calisthenic training, so called, are violent demands upon the will power and a rapid drain of the nervous energy. Hence, physical exercise directly after a hard lesson is not a proper sequence. The will power which has been drained by the mental work is reduced to complete exhaustion by violent physical exercise.

"Every pound of energy expended on work, either of mind or of body," says Dr.

Sargent, "must be made good by food, rest or sleep." Severe mental work cannot be compensated for by severe physical work. It is rest for the will that is required, and the will is rested not by new tension of its exercise, but by a state of its collapse such as comes when caprice and arbitrariness and the yielding to one's humor succeeds the tension of work.—*Report of the U. S. Commissioner of Education.*

Regarding the communication of knowledge as a high, but not the highest aim of academical instruction, I shall not content myself with the delivery of lectures. By all the means in my power, I shall endeavor to rouse you, gentlemen, to the free and vigorous exercise of your faculties; and shall deem my task accomplished not by teaching logic and philosophy, but by teaching you to reason and philosophize.—*Sir William Hamilton, Lectures on Metaphysics.*

Studies which develop the power to do as well as to know, should, without question, have the precedence in making up a curriculum in which the number of subjects to be taught is to be rigidly restricted.—*School Review.*

Some of the text books which treat of English grammar and analysis of sentences make me bless my own stupid old school, which never mentioned these things at all. Mastery of English, I would remark, does not come by grammar and analysis, but by observation and practice.—*Prof. Miall, in Ed. Journal of Canada.*

In speaking of the course in history and the method of teaching it in the schools of Baden, Germany, Dr. B. A. Hinsdale, of Michigan University, says: "No text book is used; only oral instruction by the teacher, and a few notes taken by the pupils."

"The program shows how much better the Germans teach history than we do."

At the National Educational Association at Asbury Park, in speaking of history, Dr. Charles Kendall Adams, of Wisconsin University, said the best teaching of history he had ever seen he saw in a school in Germany. The pupils used no books, but had well filled note books. Every lesson was in part a spirited review, and the pupils knew history better than any other class he had ever seen.

Unless better methods of teaching history than those which generally prevail in the schools, be introduced, the subject will continue to be stuffed and will have little, if any, educative value. Teachers are too fearful that what they do not cram into their pupils' minds the latter will never again have an opportunity to learn. In accordance with this notion they assign unreasonable tasks and thus defeat the very end they have in view. A better knowledge of human possibilities and necessities, and of stimulating and creating mental power, would prove an effectual mind opener for many a well meaning but misguided pedagogue.

The leading educators of the country are dissatisfied with the prevailing management of school affairs. They declare that the children are the victims of unscientific methods, in many cases of mere whims, and that as a consequence their best days for laying the foundation of education, of right educational habits, are largely wasted.

The demand is urgently made for a better knowledge of the ends and methods of education on the part of those who have the administration and supervision of schools entrusted to them. The demand is specifically for better courses of study, both as to matter and sequence of subjects; combination of subjects that tend to the same ends; more scientific teaching, teaching in accordance with the latest and best in psychology and pedagogy; and administration and supervision that, looking beyond mere policy,

shall regard the good of the children as the first and the last thing to be aimed at.

It must be admitted by all conversant with the facts, and competent to form an unbiased and correct judgment, that school affairs are, generally speaking, in a sorry plight, and that what the leading educational men and women ask for is nothing more than simple justice.

WM. NOETLING.

The Pollard Synthetic Method of Reading.

In setting forth the claims of the synthetic method of reading, there are a few points which its advocates make for it with special emphasis.

First: That it trains the child to be entirely independent of his teacher in discovering new printed and written forms to represent his spoken vocabulary.

Second: It has as one of its primary objects the correction of faulty and slovenly articulation and pronunciation.

Third: The method aims to lead the child to a clear comprehension of the thought expressed, coupled with this accuracy in vocalization.

Fourth: It enables the pupil to interpret the dictionary as no other method attempts or does.

To return to the first proposition, let us ask, briefly: What is the "synthetic method"?

Simply this. A recognition of the fact that there is no natural connection between *the printed word* and the object, action, quality, or other relation it represents.

That the printed word is a mere sign of the spoken word. That many words are spoken by the child mechanically without any idea of their significance.

That the mechanics of oral reading consists in first converting the printed word into the spoken word, and then, if not already known, getting its meaning.

That in order thus to interpret the written word it is only necessary to *know the value of the character*.

Hence the child is taught to recognize and systematize the elementary sounds which he has been learning and using from infancy, with the characters representing them. He is also led to recognize the relative position of the different characters, representing given sounds, their influence upon each other, and the law governing these relations; and is taught by a systematic, progressive presentation of these laws, to apply his knowledge with unvarying accuracy.

No language can be more beautiful than is the English language, if only we can be trained into correct habits of articulation and pronunciation.

Multitudes of men and women to-day deplore the fact that they, during the early years of their school life, were never taught the proper use of their vocal organs; were never led to see that each possessed a musical instrument more wonderful in construction and powerful in execution than that wrought by the master hand of a Stradivarius.

While it is all important that the thought of the text be clearly grasped by the child, it is *equally important* that the *means* for expressing the thought should be properly used, whether that means be the pen or the voice.

As has been said: "Words should be delivered from the lips as beautiful coin, newly issued from the mint; deeply and accurately impressed; perfectly finished; neatly struck by the proper organs; distinct; in due succession and of due weight."

And so, every teacher of the "synthetic method," places special stress upon the correct position and use of the vocal organs; the voice, tongue, teeth, and lips being trained into such delicate execution as to completely revolutionize all vocalization of the young child.

True, some teachers may emphasize this feature of the "method" to the neglect of thought getting; but the harmonious blending of both is amply provided for by the author.

Lastly, the pupil is, from the first, trained to a ready interpretation of all diacritical marks as given by recognized orthœpists.

One of the leading educators of Pennsylvania has said: "Mrs. Pollard has done more than any other person in helping the children to an intelligent use of the dictionary."

AGNES J. MCMOLLAN.

Commencement.

Commencement week of 1895 at Bloomsburg Normal will long be remembered by those who had any share in the exercises during that time. To begin with, everything went as smoothly as heart could wish; the weather was fine, and all the exercises were of an interesting and instructive character.

Although the address before the Literary Societies was really the beginning of the Commencement exercises, yet in fact the Baccalaureate sermon to the graduating class, as delivered Sabbath afternoon, July 23d, was the fitting introduction to exercises of Commencement week. The Rev. Howard Wilbur Ennis, of Washington, D. C., delivered the sermon.

It was, withal, perhaps the most helpful, the most practical sermon to our young people we have had for years.

Finding his text in II. Timothy 2, 15, "Study to show thyself approved unto God, a workman that needeth not to be ashamed." He chose to take for his theme: "The Dynamics of Youth."

Mr. Ennis, by his courteous manner and open-hearted frankness, won for himself many friends during his short stay "on the hill." Every remark from student or teacher was: "I liked that sermon well."

It would be difficult, almost impossible, to summarize the eloquent and instructive discourse, and we shall not attempt it within these brief limits. It is sufficient to say that it was a direct, manly appeal to the members of the graduating class to make the most of themselves and their opportunities, not for themselves alone, but for the benefit they might bring to those about them.

JUNIOR NIGHT.

On Monday evening the auditorium was crowded to overflowing long before the time set for the exercises attendant upon Junior Night. According to the usual custom the junior class presented an entertainment of a literary character, and on this occasion two farces by W. D. Howells, the well known writer, were acted by members of the class in a manner most creditable to themselves, and were well appreciated by the audience. By no means the least enjoyable part of the entertainment was the music, which was furnished in the intervals of the play by the Normal orchestra, of which the school is now so deservedly proud. The program of the evening was as follows:

PROGRAM.

Roof Garden Medley Overture..... *De Witt*
Orchestra.

Address by the President..Ed. R. Hughes.

THE GARROTERS.
W. D. Howells.

CHARACTERS:

Mr. Edward Roberts.....Fred Davenport.
Mr. Bemis.....S. Robert Pealer.
Mr. Willis Campbell.....Harry Barton.
Dr. Lawton.....Amos Hess.
Young Mr. Bemis.....E. R. Hughes.
Mrs. Agnes Roberts.....Vida Bowman.
Mrs. Mary Crashaw.....Mary Harris.
Young Mrs. Bemis.....Hettie M. Cope.
Bella, the Maid.....Nellie Judge.

Scene I.—Mrs. Roberts' reception room. Roberts has been garroted.

Little Shepherdess Gavotte.....*Laurendeau*
Orchestra.

Scene II.—Mr. Roberts' dressing room. Mr. Roberts makes a discovery.

Moulton's March.....*Brooke*
Orchestra.

Scene III.—Mrs. Roberts' reception room. Mystery explained.

PART II.

Over the Waves.....*Roses*
Orchestra.

THE UNEXPECTED GUEST.
W. D. Howells.

Mr. Willis Campbell.....Harry Barton.
Dr. Lawton.....Amos Hess.
Mr. Edward Roberts.....Fred Davenport.
Mr. Bemis.....S. Robert Pealer.
Young Mr. Bemis.....Edward R. Hughes.
Mr. Belfort.....Isaiah Detwiler.
Mr. Curwen.....Fred Magdeburg.
Phonograph and Telephone..A. Smethers.
Mrs. Amy Campbell.....Mabel Yost.
Mrs. Mary Crashaw.....Mary Harris.
Mrs. Agnes Roberts.....Vida Bowman.
Young Mrs. Bemis.....Hettie M. Cope.
Mrs. Curwen.....Martha W. McKinney.
Miss Reynolds.....Gertrude R. Savidge.
Jane, the Maid.....Nellie Judge.

In One Scene—Mrs. Campbell's drawing room. The guests late. Arrive, at last, with apologies. Mrs. Campbell reassures them. Unexpected guests arrive. Mrs. Campbell's dilemma. Mutual explanations relieve the situation.

This program speaks for itself and it is quite sufficient to say that every part was well sustained. Mr. Davenport was very successful as an absent-minded man, while Mr. Barton, as a practical joker, and Miss Bowman, as an excitable wife, caused many a laugh. The class of '96, which, by the way, numbers at present some 160 members, may well be proud of their representatives on this occasion.

THE ATHLETIC EXHIBITION.

A new feature of Commencement week this year was an athletic exhibition, arranged for the afternoon of Monday, June 24; it was postponed on account of rain to the morning of the next day. The morning was in all respects ideal for such an occasion. A curtain of clouds obscured the sun to the comfort of everyone of the 1800 spectators who assembled to witness the games.

The opening event was the running high jump, with fourteen entries. First place was taken by Norman, who established a school record of 5 feet, 1 inch. Second and third places were taken respectively by Smethers and Worthington.

The pole vault came next with seven entries. The feature of the event was the superb vaulting of Williams. He took first place with a record of 8 feet, 10 inches, and would have undoubtedly cleared 9 feet had he been provided with a pole of sufficient length. Nagle did creditable work and took second place. Smethers, third.

The hundred yard dash had nineteen entries and was run in four heats, including three preliminaries and a final, in which the firsts and seconds in the first three heats contested. Norman won in the first heat, Worthington in the second, and Nagle in the third. The final heat resulted in placing Norman first, Nagle second, and Sheivelhood third. Time, 11 1-5 seconds.

In putting the 16 pound shot, Laubach took first place with a record of 28 feet, Williams came second, and Lerch third.

An interesting event was the running broad jump. There were fifteen entries. The customary three trials apiece resulted in Norman's taking first with a record of 18 feet, 4 inches; Worthington took second and Lerch third.

The final athletic event was the mile run

which was distinguished by the superb work of Sheivelhood, who ran the mile in 4 minutes, 38 3-5 seeonds. Nagle eame in seeond, and Lewis walked in, thus seeuring third plaee.

These were followed by an open air dumb bell drill, in whieh about 400 persons partieipated.

A suitable prize in gold was awarded to the winner in each event. Besides these there were awarded two general prizes for all-round work. The first prize, a silver eup, was awarded to Norman, who held to his credit 15 points. The second, a gold mounted pen, was won by Nagle with a total of 9 points.

From the athletie point of view the meeting was quite as suceessful as it was enjoyable. The enjoyment was greatly enhaneed by the exeellent music furnished by the Bloomsburg Cornet Band. The following seleetions were rendered :

Overture...Poet and Peasant... *Van Suppe.*
Lancers.....University.....*Meyrelles.*
Intermezzo."Love's Dream," &e. *Czibulka.*
Mareh....."Old Homestead"..... *Seltzer.*
Fantasia.....Tone Pietures North and South..... *Bendix.*

ATHLETIC EXERCISES.

Dumb Bell.....M. and S. H. Marches.

CLASS OF 1893.

In the afternoon the reunion excreises of the class of '93 were held. Many members and friends of the elass were present and an interesting and enjoyable programme was presented. Many experienees were exehanged and it was a pleasant afternoon to all. Following these exereises the sterner sex betook themselves to the ball field where the ehampions of the past made it lively for the players of to-day in a game of ball.

CLASS NIGHT.

And then eame the time when the wit and humor of the Senior class, so long repressed and held in eheek by stern professors, had full sway. As on the evening before the Juniors held forth and made the auditorium resound with mirth, in presenting the funny side of soeiety, so on Tuesday night the Seniors were in eharge and made elear in many a jest and joke the comieal side of life in sehool. None were proof against the bombardment of mirth that was the order of the evening, as the jokes of the year were explained for the benefit of the smiling audienee. The program was as follows :

PROGRAM.

President's Address.....Friend B. Gilpin.
Piano Solo....."Czardas".....*Heller.*
Ethelberta Williams.
Class Statistics.....Howard B. Eekroth.
Essay.....Gertrude Jones.
Vocal Duet....."My True Love Hath My Heart"..... *Marston.*
Misses Jones and Colgate.
Class Will.....George A. Koerber.
Recitation..... ...Katharine Gaffikin.
Piano Duet.....Op. 104.....*Kowalski.*
Misses Stair and Kearney.
Oration....The American Navy of the 19th Century.....A. W. Marvin.
Piano Solo"Polonaise in A Major," *Chopin.*
P. F. O'Donnell.
Class Propheey.....Elsie Colgate.
Presentation of Class Souvenirs.Sara Moyer.
Musie."Ninety-nine in the Shade". *Randel.*
Girls' Octette.
Presentation of Class Memorial...
A. Cameron Bobb.
Mantle Oration.....J. W. Snyder.

COMMENCEMENT DAY.

Commencement morning dawned bright and glorious, and there was just enough seasoning in the air to tingle the blood and quieken the spirit to the temper of the joyous Commeneement time. It was an ideal morning and everywhere about old Normal one could see and feel commeneement. Gladness shone from everything, and he who even walked could read that the forebodings and trials of examination week

were gone, and that brighter things had succeeded for the happy graduates.

Promptly at ten o'clock, while the great bell from the tower of the auditorium pealed forth its ponderous tones, bidding a glad welcome to all, the largest class in the history of the State Normal Schools, in Pennsylvania, filed into their seats immediately in front of the rostrum.

The faculty, together with members of the board of trustees and invited friends, occupied seats upon the platform, which had been most beautifully decorated for the occasion.

The exercises were very interesting and of an excellence which the school and class may well remember with pride. Everyone who took part did well, and with never a slip to mar the harmony of the day, the class, 151 in number, received their diplomas at the close of the exercises.

The program was as follows:

PROGRAM.

Prayer.....Rev. G. E. Weeks.

Piano Quartette, Valse Op. 207.....*Bohm.*
Misses Stair, Maize, Jones, Birtley.

Essay.....Popularized Forms of Gambling
Emily A. Wheeler.

Oration..True Men Make Their Opportunities..... B. Franklin Beale.

Orchestra...''A Summer Night''...*Beyer.*
B. S. N. S. Orchestra.

Essay.....Hours With Books.
Minnie F. Riley.

Oration..Lessons from the War in the East.
Theodore A. Wagner.

Piano Solo...Valse Brillante...*Moskowski.*
Mame Leas Stair.

Essay.....Modern Uses of Electricity.
Annie F. Derr.

Oration.....The Bicycle.
Eli P. Heckert.

Song...Come to the Moonlit Lake..*Geibel.*
Misses Mackay, Andreas, Kearney, and Colgate.

Essay.....Joan of Arc.
Mame Detwiler.

Oration.....Makers of Modern Germany.
Calvin P. Readler.

Mandolins and Guitars. Tyrolienne. *Bennis.*
Serenade Club.

Essay.....America's Poetry.
M. Henrietta Zeiders.

Oration.....The Nicaragua Canal.
M. L. Laubach.

Violin Solo, Carnival of Venice with Variations.....Arr. by *Dancla.*
C. Max Stauffer.

Essayist Class of '93.....Maude Baldwin.

Some village Hampden that with dauntless breast,
The petty tyrant of his fields withstood.

Orchestra..... March.*Hammerstein.*
B. S. N. S. Orchestra.

Conferring of Degrees.... Class of '95.

Conferring of 2d Degrees.....Class of '93.

Following the commencement exercises proper, came a meeting of the Alumni Association, which was well attended, spicy in interchange of sentiments, and fruitful in the renewal of old acquaintances.

From this annual renewal of friendship of more than an hour's duration, all adjourned to the dining hall where, thanks to the kindly provisions of a liberal steward, the tables fairly groaned under their burden of food delicious. Two and one-half hours and more were spent in feasting, not on physical foods alone, for the *Magister Epularium* had provided for the intellectual appetite as well. Music and toasts, toasts and music, came in pleasing alternation until all were more than willing to vote the Commencement season of 1895 at the old Bloomsburg State Normal School, a grand and complete success.

Alumni.

The QUARTERLY desires to hear from all Alumni of the Institution. Please consider this a personal invitation to let us know all about yourself and all you can tell us concerning your classmates. Address all communications for this department to G. E. Wilbur, Lock Box No. 373.

'70, Ehrhart, W. N., who so successfully conducted the Shenandoah High school for several years, has been elected principal of the High school of Mahanoy City. He has accepted. We extend our congratulations to the people of Mahanoy City.

'75, Vannatta, Sarah, was for many years a very acceptable teacher in the public schools of Bloomsburg. She is now the private secretary of Christian F. Knapp, of Bloomsburg.

'79, Roxby, Anna E., is a very popular teacher in the Institute for the Blind in Philadelphia.

'79, Kimmel, Minnie W., is now Mrs. Henry Hoehler, and resides in Shenandoah, and although she has left the public schools continues to teach her three bright children.

'79, Cather, Will A., has left the profession of teaching and is now the proprietor of a large foundry in Bluefield, W. Va. He is one of the most successful business men in the city, and works hard to advance the cause of education in the south.

'80, Alleman, Mary A., spent several terms at the Normal but did not take the regular Normal course. She is now a teacher in the Home for the Friendless in Harrisburg. In the Harrisburg *Patriot* contest for the most popular teacher, Miss Alleman was the winner of the third prize. The *Patriot*, in speaking of her, says: "Quiet in manner and methods, an excellent disciplinarian, energetic and persevering, her chosen work has been as successful as it has been agreeable."

'80, Glover, Robena, has been teaching for a number of years at Atlantic City. She is reported as being enthusiastic in her work.

'80, Caller, Hattie, married R. A. Davenport, of Shenandoah City, and makes her home in that place.

'80, Simons, Arthur J., M. D., is a practicing physician at Newfoundland, Wayne Co., Pa. He and his family attended Commencement and visited in town for several days thereafter.

'80, Blum, Lottie, is considered one of the best grammar school teachers of Seattle, Washington. She is delighted with her western home and work.

'81, Cleaver, C. L., left the Normal in the spring of 1881, and has been prominently connected as a teacher with the Mt. Carmel schools. He recently took the preliminary examination before the Columbia county bar examining committee and, having passed creditably, is now a regularly registered law student. He will take the two years law course at the Law School of Dickinson College. His family will remain in Mt. Carmel, where he expects to locate permanently. We wish him success.

'81, Faust, Carrie W., taught for a number of years in the schools of Shenandoah. She is now one of the teachers and examiners of the Colliery and Mining Engineering Company at Scranton, Pa.

'81, Wooley, Mame I., whose home is now in Philadelphia, acts as a substitute in the public schools of that city, and is also a very satisfactory shopping agent.

'81, Mansell, Annie, is teaching in Shenandoah. She is a graduate of the Chautauqua and Prang's School of Drawing.

'81, Robbins, Abbie E. (Hartman), was doing satisfactory work as a teacher in the public schools of Plymouth, when the Rev. W. H. Hartman induced her to leave the profession and assist him in his work. She makes a model minister's wife. They have several children. They are now stationed at Buckhorn, Pa.

'82, Ferree, George P., M. D., College

Preparatory, graduated in Classical Course at Allegheny College, Meadville, Pa. He was married June 19, 1895, to Miss Nellie C. Bennett, of Grant Park, Ill.

'82, Colley, Sarah (Trembath), has a pleasant home at Kingston, Pa. She wanted to attend Commencement but says, "I consider my baby daughter most too young to take comfort with away from home."

'83, Hutchison, Louise G. (Dillon), was married Wednesday, June 26th, to J. Lloyd Dillon, the prominent florist of Bloomsburg. Owing to the serious illness of the bride's mother, the event was made as unostentious as possible. Mrs. Hutchison has since died. All will join with us in expressions of regret that so great a sorrow should so soon throw its shadows over their married life.

'83 Fallon, Peter F. A friend writes us as follows: Teaching in Hazle township, alderman 10th ward, Hazleton, active in Democratic politics, tells in a few words the interests that keep Peter busy. Dealing out even-handed justice in Hazleton gives variety enough to keep school teaching from being monotonous. Peter, like many other Hazletonians, is firmly convinced that nothing short of being a county seat will suit the city of Hazleton, and when the incipient Quay county was denied the privilege of a struggle for existence, he joined his fellow citizens in protesting against the alleged injustice. Peter has strong hopes that the county will some time come and will be strongly Democratic. Maybe he has visions of one day prefixing Hon. to his name, with member of Congress as his title. But just at present Peter is doing well and laying up an occasional penny for a rainy day.

'83, Steeley, Oscar B., M. D., was recently appointed Surgeon-General on the staff of the Governor of Idaho. General Steeley resides at Pocatello.

'83, Gemberling, R. C., taught only a few years and found it not exactly suited to his taste and disposition. After a season as clerk in the Peoples' Bank at Wilkes-Barre, Pa., he was taken with the western fever and, in company with F. P. Hopper ('84), went to seek his fortune in the Windy City (Chicago), where they embarked in business. Hopper was attracted back to Luzerne county, but Gemberling remained in the World's Fair city, where he is at present conducting a flourishing tobacco business.

'83, Hight, Frank R., was the "hight" of his class in stature as well as name. While teaching near Tunkhannock he took up the study of law, but before being admitted to the bar he took a trip to the land of great promises (California), where he is following his professional training—teaching school.

'83, Hobbes, D. M., doesn't believe in wasting any time, but assiduously follows teaching—now at Ashley, where he is principal of schools. He long ago took unto himself a life partner. Two bright and interesting children greet him when he comes home.

'83, Hunt, A. Levi, from the latest accounts and prospects is destined to be an "old bachelor." He is more than holding his own in the rush for business among the 400 and over attorneys in Denver, Col. Levi is a staunch Republican, and is favorably spoken of as a rising political speaker.

'83, Karschner, Lloyd W., after two or three years enjoyment of the benefits of his diploma, concluded he could do more good as a minister, and accordingly entered the Wyoming Conference of the M. E. Church. He has succeeded at his chosen work and is now located at a pastorate near Binghamton. Realizing that to do his work well required a "help mate," he took unto mself a better half. He can still use his special teaching knowledge acquired at B. S. N. S. in training his three children "in the way they should go."

'83, Leonard, Abbie J., still insists that as soon as she gets "good looking" enough she will have her photo taken and remember her classmates each with one. Her many friends believe the time has long since come, but Abbie is perverse. She is one of the assistant teachers in the Carey avenue school in Wilkes-Barre, where J. G. Secor ('83) is principal. Abbie is regarded as one of the best teachers in the city.

'83, McGuire, Sallie (Hibbs), is devoting her teaching ability and a large share of her time in endeavoring to train her two children to be the nicest, brightest and best little tots on Montgomery street, West Pittston, where Sallie looks after the household affairs of W. I. Hibbs, her husband, a prosperous Luzerne county attorney. It is generally remarked among Sallie's friends that she is just the same to-day as when at school, and has the same hearty greeting and welcome for her Normal friends, who find the latch string out when they call at her home.

'83, Nicely, E. Josephine, is devoted to her chosen profession, which she successfully follows in the Wilkes-Barre public schools. That she is retaining her good reputation as a teacher is evidenced by her yearly re-election and found by the esteem in which she is held by her pupils and patrons.

'83, Powell, Chas. K., located in Johnstown "before the flood," where he was for several years stenographer for the Johnstown Steel Street Railway Co. He learned "pot hooks" while teaching in Kingston township, Luzerne county. He lost his personal effects in the flood but did not lose his "grit, push and go-aheaditiveness." After the flood, profiting by experience, he built on higher ground, and now occupies his comfortable home in that part of Johnstown known as Moxam, where with his wife and three boys he is ever ready to extend the hospitalities of his home to his friends who come that way. He is now Prof. Powell, has founded and is conducting "Powell's Short-Hand School" in Johnstown, and is meeting with success.

'83, Secor, James G., has always stuck to teaching and is at present principal of Carey avenue public school in the city of Wilkes-Barre. His estimable wife died about three years ago, leaving a bright young daughter. James has become a real estate owner and is putting in his spare time during vacation (1895) in superintending a new building which he is erecting in Westmoreland Place, near Wilkes-Barre.

'83, Whipple, Mary E., has become a resident of Wilkes-Barre, where she has a position as teacher. She is still "Molly" to her old friends.

'84, Hopper, Frank P., was lately elected principal of Dorranceton schools for three years. He lives on North Main street, Wilkes-Barre, and spends his vacation in endeavoring to convince school directors that he represents the best and at same time cheapest school books in the market, and is meeting with success in his endeavors.

'84, Kolb, Nellie M. (Smith), lives in Mahanoy City. She has an interesting little daughter in whom she takes great pride.

'84, McAuiff, M. H., is a Wilkes-Barre attorney, and is ready and willing at any time to wager that his year old girl at his home in Ashley is the most attractive child in Luzerne county, and he finds many of his friends ready to dispute his claims. "Mae" is doing well and building up an enviable practice and reputation.

'85, McHugh, Charles F., is also a Wilkes-Barre attorney who is doing well. He formed a life partnership with Miss Jennie Lenahan, a sister of Theresa Lenahan ('89), Nellie Lenahan ('90), and Agnes Lenahan ('95). They live on Academy street, Wilkes-Barre, where Charlie puts in his spare time teaching a young son to walk, talk, &c.

'85, Bonstein, Nellie, teaches in Honesdale, Pa. She is evidently a success as she has just finished her sixth year in that place. Her summer address is Pittston, Pa.

'85, Dechant, C. E., graduated at Princeton last June and has accepted the professship of mathematics in the Trenton, N. J. Normal school. He will enter upon his duties in September.

'85, Birch, T. Bruce, graduated at Pennsylvania College at Gettysburg, and also at the Theological Seminary. He is now pastor of the Lutheran church at Boiling Springs, Pa. He married Miss Sarah Himmelreich.

'86, Geiser, Ellen L., is now Mrs. Dr. M. S. Seip, and resides in Easton, Pa.

'86, Sanner, Nolan H., is a minister and is stationed at Cheswick, Allegheny Co., Pa.

'86, Leckie, A. E. L., taught in Shenandoah. He graduated, class of '94, in the Columbia Law School, Washington, D. C. This last year he practiced his profession, in the meanwhile taking a post-graduate course in the Law School.

'86, Derr, J. L., M. D., is a physician located at Muncy Valley, Pa. He is meeting with good success.

'87, Palmer, Sallie A., lives in Berwick and is known as Mrs. B. H. Fiester.

'87, Laubach, Dora, was recently admitted as a nurse to the hospital at Hazleton, Pa.

'87, Chamberlin, Maud, who left school in 1887, taught three years in the public schools, and subsequently in the kindergarten in Reading, Pa. In June, 1892, she married Mr. Justin VanBuskirk, and now lives in Newburgh-on-the-Hudson. She and her two boys have been spending several weeks in Bloomsburg this summer.

'87, Morgan, Mary S., since graduation has been one of the popular teachers in Wilkes-Barre. She was married recently to Rob't L. Ayers, of Bound Brook, N. J. where she will have her home and gladly welcome all old Normal friends.

'88, Reese, Hannah (O'Boyle), lives on East Oak street, Shenandoah. Her husband, Rev. Robert O'Boyle, is pastor of the First Reformed church of Shenandoah.

'88, Hartman, W. Wade, left the Normal in 1888. He graduated at Dickinson Seminary in '92, and at Drew Theological Seminary in '95. He was married June 19, 1895, to Miss Hester Anne Tubbs, of Cambra, Pa. Mr. Hartman is stationed at Delano, Pa.

'88, Myers, B. Frank, has been teaching ever since graduation, in Newport, Pa., and is now principal of the Newport High school at Wanamie. He is eminently successful as a teacher, and is evidently wedded to his profession—he is still living what he calls "a life of single blessedness."

'88, Lawall, C. H.—special course—graduated at College of Pharmacy, Philadelphia, and is now holding a lucrative and important position. We clip the following from the *Republican*:

"C. H. Lawall, of Philadelphia, a son of our townsman, J. J. Lawall, read a paper at the state meeting of pharmacists at Eaglesmere last week. He also entered the contest in spelling and was one of the last two to be spelled down, and then only conceded the prize to a lady because of his spirit of gallantry."

'88, Kitchen, Wm. M., of whose illness mention was made in the last issue of the QUARTERLY, died June 19th, at the home of his father in Wellversville. Several members of the faculty, and several students representing the Philo. Society, attended the funeral. His parents and sisters have the sympathy of a wide circle of friends.

'88, Montgomery, Florence, graduated this year at the Boston Conservatory of Music. Her musical ability is of a high order.

'89, Harding, Mattie, is assistant principal of the High school at White Haven, Pa.

'89, Corrigan, Wm. H. (State Certificate), is a physician located at Hazleton, Pa.

'89, Moore, Caroline A., is now Mrs. L. J. H. Grossart, and resides at 513 Allen street, Allentown, Pa.

'89, Rhoads, Malina, is the wife of C. F. Gabbert, of Mahanoy City, where they have a pleasant and a happy home.

'89, Smith, C. E., was married June 18th at the home of the bride, Bloomsburg, Pa., to Miss Mary E. Creveling, a former student at the Normal. Mr. Smith is preparing himself for the ministry in the Lutheran church.

'90, Brown, Ira, who has been principal of the Third Street Public School, Bloomsburg, for some years, has resigned to take charge of the English training department of Wood's Business College in Wilkes-Barre.

'90, Colvin, Bertha (Lister), the first year after graduation taught in a private school in Scranton. The following three years taught in the primary room of the Dalton graded schools. In September, 1894, she married Alfred Lister, a civil engineer of Philadelphia. The wedding took place in the Dalton Baptist church. Miss Jennie Palmer, also of class of '90, was one of the bridesmaids. Mrs. Lister's address is 3348 Smedley street, Tioga, Philadelphia.

'90, Davies, John, moved to the west shortly after graduation, and is now superintendent of schools of Butte City.

'90, Baxter, Dennis E., was admitted to Luzerne County bar June 7. Mr. Baxter read law in office of W. I. Hibbs, Pittston, Pa.

'91, Junkin, Sarah, married George Landis, teacher in the High School of Steelton, Pa. "Sparkle," as some knew her, enjoys housekeeping, and is busily engaged in the moral, social and intellectual life of the city.

'91, Boone, Daisy, spends several weeks this summer in Michigan.

'92, Westover, Mabel E., was last year assistant principal of the Nanticoke High School. On June 26th she was married to Mr. Ralph Hill.

'92, Shafer, Will A., was married June 19th, at Stroudsburg, Pa., to Miss Ella M. Isett, daughter of Rev. Henry F. Isett.

'92, Mausteller, W. B., who has been teaching two years at Milton, Pa., has accepted the vice-principalship of the East Sunbury schools. Mr. Mausteller had been reelected at Milton.

'92, Baker, Nellie L., teaches the primary grade at Stull, Wyoming Co., Pa.

'92, Chrostwaite, Thos., has had charge of one of the schools of Hanover township, Luzerne county. He has continued his studies and will enter Harvard University next fall. He has successfully passed his entrance examination, and is the recipient of a Greenleaf scholarship.

'92, Faus, Eva R., will teach the intermediate grade in the Benton Schools.

'93, Misses Baldwin, Bogenrief, Bowersox, and Titus spent several pleasant and profitable weeks at Chautauqua, N. Y.

'93, Harden, Edith, was married June 12th, at her home in Kingston, to a Mr. Coon, of Williamsport. We are informed that they will make their home in Kingston.

'93, Eves, Margaret, is a student at Swarthmore College.

'93, Atherholt, Maude, teaches at Dorrancetcn, Pa.

'93, Hirleman, C. L., has been elected principal of the Benton High school.

'93, Wallize, A. B. (College Preparatory) expects to enter Susquehanna University at Selinsgrove, Pa., this fall.

'93, Johnston—Girton. Sam and Irene, concluding to have a commencement of their own, quietly slipped away from the

festivities of Commencement day on "the hill," June 26th, and going to the Reformed parsonage, in a few minutes—after answering questions propounded by Rev. C. H. Brandt, and making a few promises, received a certificate empowering them to travel together the remainder of their days. May their days be long and their journey a pleasant one.

'94, Ellsworth, Adelaide, teaches the East Goshen High school, near West Chester, Chester county. Her success is affirmed by the reports of the directors and county superintendent. Miss Breslin, class of '92, and Miss Ernest, class of '94, are associated with Miss Ellsworth in the lower grades. In the teaching force of Chester county are found representatives of a large number of the Normal schools of Pennsylvania. We are proud to note that our B. S. N. S. graduates stand second to none.

'94, Huber, Bertha, teaches first grade primary in Mt. Carmel. She begins her second year next month.

'94, Hess. A. B., was re-elected principal of East Intermediate school at Waynesboro, with an increased salary.

'94, Wiant, David, principal Beaumont schools, Wyoming county.

'94, Sutliff, Fred, principal schools of Shickshinny. Salary $70 per month.

'94, Frymire, Mary, elected a teacher in Watsontown schools; the only one chosen from non-residents of the borough.

'94, Watson, John, principal of schools at Espy.

Rabinovitch, Eva. Many students will remember Miss Rabinovitch, the little Russian girl, who came to the Normal some five years ago. When she came she could barely make herself understood in English. While she was in the school she worked so faithfully and improved so rapidly that it was said of her that no other pupil in the school had done relatively so much as she.

The students raised about $75.00 toward her expenses when she first entered the school; others also contributed, and she earned some by her own efforts. But finally there were no funds and she was forced to leave.

The following paragraphs from her letter tell their own story, and it does seem that among the prosperous people who will read this, there must be many who could aid this worthy girl. It will take about $200 to pay her expenses for a year. Twenty five-dollar subscriptions would raise half this sum, and smaller subscriptions ought to flow in promptly to make up the other hundred. She says:

DEAR FRIENDS:—I have thought many times to write to you, but did not succeed in doing so. My circumstances force me now to tell you how I have been struggling for a bare existence. My thirst for knowledge has always been great but all the doors of the temple of knowledge seem closed against me. I at last write to you and beg of you to permit me to enter your Normal School. At times there is a little hope in my heart that I may enter your school again—if it were only possible. I have no other friends to whom I can apply for help. Sincerely hoping I may hear from you, I remain

Very Respectfully,

EVA RABINOVITCH.

While Principal Welsh says that every year brings requests from scores of worthy young people striving for an education, but who are too poor to pay for even a single term's tuition, yet this seems if possible, to be the most touching appeal of them all.

Carver, Sarah A. (Wolff). Died in Denver, Colorado.

The above announcement will be read with interest by residents of Bloomsburg twenty-five years ago, and by the earlier pupils of the Normal School. The deceased was the oldest daughter of Prof. Henry Carver, the first principal of the Normal

School. She died at her home in one of the fashionable quarters of Denver, Colorado, on Thursday last after a brief illness of peritonitis. Her death was a surprise and shock to her many friends. We gather the particulars from a recent issue of the Denver *Republican*. It says: "Mrs. Wolff can justly be called one of Denver's pioneers. She came to this city in 1871 from Binghamton, N. Y., and during her residence here has greatly interested herself in behalf of the advancement of women. Her efforts in educational and church work have made her well known throughout the city and state. She married Mr. Wolff one year after she reached Denver. She was fifty years of age and leaves a husband and one son. Four sisters and a mother also survive. She was a leading member of the Central Presbyterian church, promoter of the North Side Woman's Club and a member of the Woman's Monday Club."

[Mrs. Wolff, then Miss Sara A. Carver, came to Bloomsburg with her father in 1866 and was a member of the faculty of the Literary Institute and subsequently of the Normal School, being preceptress. She left here in 1871 for Denver, where her father had previously gone, having broken down in health at the head of the Normal School. Ed.]—Bloomsburg *Republican*, July 4th.

Y. M. C. A.

As in other years, the Young Men's Christian Association sent six delegates to attend the convention at Northfield. I. A. Dewitt, Fred Davenport, Warren Shuman, J. S. Fox, Fred Magdeburg and Mr. Hosler represented our association there.

Along the route taken is some of the most beautiful scenery of the United States, and includes a trip down the noble Hudson. Miss Clara E. Smith met our young men at New Haven and conducted them through Yale College grounds.

The convention, which continued for two days, was characterized by its usual earnestness and enthusiasm. A full account of the meetings will be given by the delegates at the beginning of next term.

The Sunday evening meeting of June 9 was conducted by Prof. Noetling. The services were rendered on the campus near the new dormitory. A goodly number were in attendance.

Prof. A. K. Aldinger conducted the farewell meeting of the Y. M. C. A. on the evening of June 20. The meeting was held in the grove, whither the young men repaired in a body. It was a meeting that will long be remembered by many. A number of testimonies were given and a spirit of devotion seemed to pervade the whole audience.

At the beginning of last year a number of new bible bands were organized under the auspices of the two associations. They were provided with outlines on the life of Christ. While the work has been steady and interesting, it has by no means been completed. The work will be taken up at the beginning of the next school year where it was dropped. We anticipate for the next year's work even greater results than those of the last.

Careful preparations are being made for the usual reception to new students at the opening of the fall term. This has come to be one of the pleasantest features of the school, and serves to make new students feel that they have fallen in with friends. Instead of standing about enjoying the blunders of new students who are unacquainted with the ways of the school and with each other, old students move about among their new friends, strive to make their acquaintance, introduce them to each other, and aim to make them feel at home. No better work could possibly be done by the Y. M. C. A. and the Y. W. C. A. on the opening day of the new term.

Local.

August days on Normal Hill are very busy days. Few people have any conception of the amount of hard work done during July and August by those who run the business machinery of the school. Thousands of catalogues and circulars are sent out, hundreds of personal letters, answering all sorts of inquiries, are written. Supplies of all kinds for the ensuing year are purchased. Repairs to buildings and furniture are made, and when it is considered what repairs an attendance of nearly eight hundred students makes necessary, it is no wonder it takes all summer. Added to all this is the house cleaning, a job that would appall the ordinary housekeeper. It keeps one person busy most of the time showing visitors about the institution, and takes another one with a (metaphorical) club to protect the principal from book agents and venders of patents.

The number of people at the school during the summer is small compared with the ordinary number, but they are as busy as bees in a hive.

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For a second time we can boast of the largest Senior class ever graduated. There were 151 this year, of whom 146 were graduates of the Normal course, five of the College Preparatory course, and one graduate of the Music course. The Music course, by the way, is only of two years' standing, but the department is one of the best organized and equipped to be found anywhere. There will be several graduates next year.

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In addition to the usual Normal diplomas issued on Commencement day, a State certificate was awarded to Mr. S. H. Dean, of Mt. Carmel, who had previously passed examination before the State Board of Examiners.

The College Preparatories showed up well in athletics this spring. The Athletic Association offered prizes in six events and two prizes for all around work. Of the eight prizes the purple and gray made off with five, one of them being the first prize for all around work.

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We knew that the fever was contagious. They say that Prof. Noetling will join the ranks of the "two wheelers" this fall.

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Professors Albert and Sutliff spent a portion of the vacation at institutes "way down South in Dixie," and we feel sure that the teachers of South Carolina must have profited by their presence.

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Professors Detwiler, Dennis and Hendricks report a very pleasant bicycle trip in central Pennsylvania. They visited the famous battlefield at Gettysburg on the anniversary of the first day's battle and were fortunate enough to witness the dedication of a monument commemorating one of the heroes of that day's battle. They are very enthusiastic over their experiences and unless one has time to spare, it isn't safe to say "Gettysburg" in their hearing.

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Several members of the faculty decided to turn vacation to good account, and so attended summer schools. Miss Keffer was at the well known Martha's Vineyard Summer Institute. Miss Emilie Smith attended the school for librarians at Amherst, Mass. Prof. Aldinger with Miss Bogenrief and Mr. Patterson (both of whom will be his assistants in the gymnasium work next year) were at Chautauqua, N. Y., while Miss McMollan gave instruction at the summer school in session at Joanna Heights.

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Prof. Detwiler, too, writes us that he has not been altogether idle, as he has been present at the summer meeting of the Uni-

versity Extension work held at the University of Pennsylvania.

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Miss Clara Smith left us a few days before Commencement to attend a reunion of the alumni of Yale Art School, of which Miss Smith is a member.

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The exhibition of the work of the model school, the art and manual training departments held during Commencement week in the manual training room was the best ever made by these departments. In addition to the work of these departments there was as usual a fine exhibit of botanical specimens collected by the classes in botany during the term, and a display of map work from the intermediate department. The room was, at all times when open, full of visitors who were well pleased with the excellence of the work exhibited, and the tasteful manner in which it was arranged.

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Prof. and Mrs. Dennis report a pleasant trip "daoun east." They have explored to a limited extent the wilds of New Hampshire, the rocky coast of Maine, and the sands of Cape Cod. The roads of central Massachusetts also, were traversed awheel and pronounced much inferior to our well beloved Espy road.

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Educational literature has recently received a valuable contribution in the publication of *Notes on the Science and Art of Education*, by Prof. Wm. Noetling, of this school. The author in his preface states the scope of the book, which he says is "not a methodical or a complete treatise upon pedagogies, but only thoughts and suggestions for prospective teachers and for beginners in school room work. As its title indicates, the book consists of notes which have been made of important points which have come to Prof. Noetling's notice in an experience of many years. The matter is in harmony with the best in education and teaching, and the book is one which will be of benefit to many a teacher.

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Shortly after the Seniors had finished their work this last term, Dr. and Mrs. Welsh gave a garden party in the school grove, to which the Seniors and faculty were invited. With the assistance of Steward Housel the grove had been prettily decorated with electric lights and Japanese lanterns, and presented a charming appearance. Dr. and Mrs. Welsh are masters of the art of entertaining, and it is putting it mildly to say that all enjoyed themselves. It was rather past the usual hour for "lights out" when everybody reluctantly bade good night to the host and hostess and darkness settled over old Normal.

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Speaking of darkness reminds us of light; and it will doubtless be interesting to QUARTERLY readers to know that arrangements have been made to have the gilded dome on the tower lighted by electricity every night. Thanks are due to our good neighbor, Mr. West, superintendent of the electric light plant.

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Although an edition of five thousand catalogues (the largest number ever before issued in any single year) was published in June, the demand was so unprecedented that a new edition of three thousand had to be gotten out during August to supply the demand. The indications are that the largest influx of students ever known on Normal Hill will be catalogued during the coming year.

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Barn painted, grand-stand painted, athletic fence painted, new book room, new Principal's private office, new walk from E. Second street to office entrance, cloth-covered swing doors near elevator to cut off noise from the principal's private apartments, new matting on entrance to corridor, new dining room addition. These are a few of the new things that will greet the students on their return this fall.

Miscellaneous.

A Great Bore.

It is a hot July afternoon. The train that you are on has been for some time laboriously winding in and out and upwards among the Berkshire hills. The mountains on either hand seem to be reaching higher every minute and to be anxious to crowd the train ever nearer to the waters of the Deerfield river. The dark green slopes re-echo the throbbing breaths of the panting engine, and ever closer and more close do the mountain flanks enclose you; and the mountain breeze you welcomed in the broader valleys miles behind has died away.

The brakeman enters, "All windows closed, please!" Wonderingly the command is obeyed, and a look of expectation settles upon the faces of the passengers as the man in blue hastily lights the lamps at four o'clock on a summer afternoon; but the next moment tells you why. The train curves suddenly across the little stream you have followed so long and straight toward the mountain it hurries as if eager for its embrace. The dripping walls of a rocky cut rise on each side of you, and in a second more the daylight has disappeared. "Oh, yes, a tunnel," you remark to yourself, and lean back for the two or three minutes that you expect to pass before the train emerges again to daylight. But the minutes pass, and still the train roars on, and still the car depends for light upon the lamps the brakeman has provided. Some way, somehow, though every door and window and ventilator has been securely closed, the car begins to fill with smoke. Things look serious, and you begin to wonder if you didn't get on the wrong train, the one for China, for instance. The air gets hotter and more smoky, and just as you begin to give up all hope of seeing the upper world again the daylight flashes in, the windows and the doors fly open and you are through the Hoosac Tunnel.

The Hoosac Tunnel, which pierces the Hoosac range from the Deerfield or Hoosac valley, is over 25000 feet, or nearly five miles long, and nearly 2000 feet under the dark blue mountain crest. Over twenty years were consumed in its construction, as it was commenced in 1851, and not till 1875 did the first train pass through. It was commenced by a private corporation which failed in its undertaking, and the commonwealth of Massachusetts was obliged to finish the task. It cost over ten millions of dollars and one hundred and ninety-five lives to complete it. It is now the property of the Fitchburg railroad.

The Effects of Inbreeding.

BY HON. N. C. SCHAEFFER,
Superintendent of Public Instruction.

(Written for the Harrisburg *Patriot*).

By a series of the most careful and painstaking experiments naturalists have proved the value of cross-fertilization in plants. It is the function of bees not merely to gather honey but also to carry the pollen from one flower to other flowers of the same kind, thereby preventing the deterioration of the specie. The same law holds good in the animal world, as was well known to farmers long before scientists began to study this question throughout the whole domain of animate creation.

This law should never be ignored by those who employ the teachers for our public schools. The process of inbreeding in a corps of teachers is as detrimental to quality as the same process in the vegetable and animal world. If a school board employs only home talent, filling all vacancies from the ranks of the graduates of the High school, there is danger that the quality of the instruction will deteriorate, that the methods of teaching will become antiquated and

that the *esprit du corps* will suffer more and more as the years roll on. To keep the schools up to the highest point of efficiency an infusion of new blood must be added from time to time. If the native talent can be induced to study away from home in the best training schools for teachers and in other higher institutions of learning, the school may not deteriorate as the result of employing only sons and daughters of the taxpayers; but where only home talent, trained nowhere except in the home schools is employed year after year there is very great danger of deterioration and ultimate stagnation.

It requires a high order of courage for directors to ignore the claims of their neighbors and to employ all teachers solely upon the basis of merit and in the interest of the children for whose sake the schools are maintained; but wherever this policy has been pursued, the results have justified all the sacrifices in popularity which were required on the part of the directors.

The proprietors of the *Patriot* are rendering the public schools a great service in opening the way to a deserving person anxious to secure the benefits of training in one of our state normal schools, because they are helping to prevent the evil effects of the process of inbreeding so often seen in cities and the larger boroughs. May the successful candidate show herself worthy of the privileges placed within her reach.

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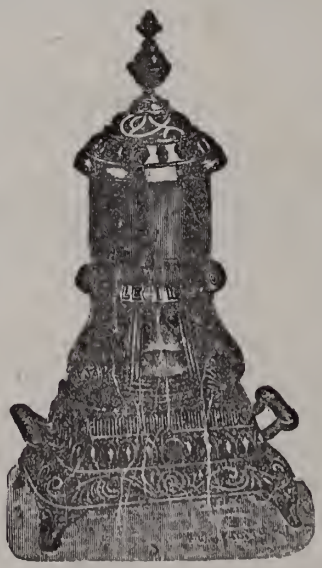
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The following is clipped from an article on the Bloomsburg School which appeared recently in *Education*, a monthly magazine published in Boston:

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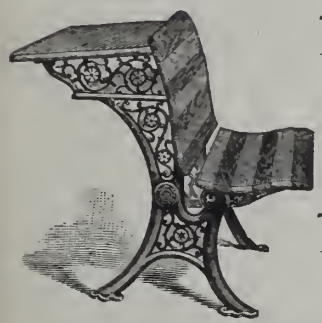
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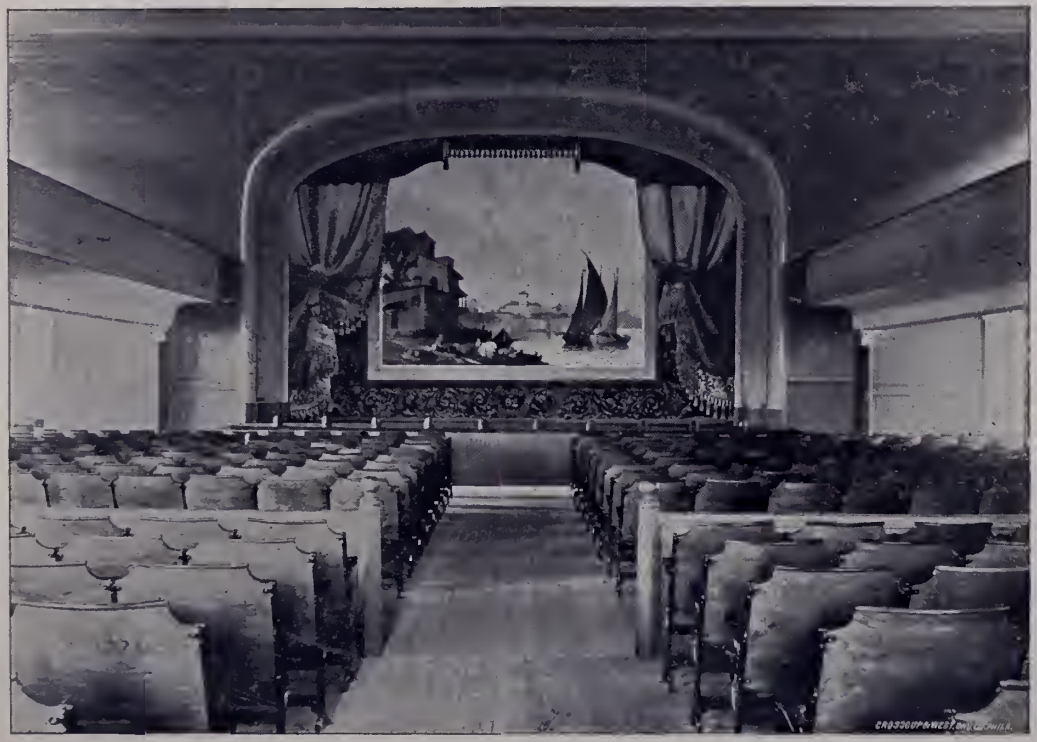
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As this part of our paper goes to press preparations are making for an election among the students which is of more than common interest. A report of the result of the election will appear later in our pages, but a few words in explanation of the meaning of the movement involved are not out of place here.

To sum the matter briefly, it has been decided after long and careful consideration by a committee of faculty and students to create by student election a school Senate. The members of this Senate, which is to consist of twelve persons, are to be elected by the student body and are expected to have an advisory and executive authority in matters "pertaining to the welfare and reputation" of the student body.

The discipline of the school has long been in the direction of self restraint and self government on the part of the students themselves, but we believe that never has a more important step been taken to this end than the one now in progress. It is, of course, impossible to tell here what this Senate will do. Future numbers of the QUARTERLY must do that, but it is possible to express the things that are hoped for it. It is believed by those most interested in the matter that the school has within its grasp that which will be of the utmost value to its students.

The gradnates of the school are obliged to govern their own actions and take part in the business of life after they leave the school and there is no good reason why they should not do the same before they leave and by so doing learn valuable lessons for their after life. The plan adopted by the students is, so far as can now be seen, one which well provides for the training of the students in this respect. It in no way lightens the responsibility of the student so far as good behaviour is concerned but it places that responsibility in its trne light as due to himself directly and not to a faculty far above whose regulations in his estimation, perhaps, are good enough in general but do not apply to his case directly. It is quite true that the full meaning of this

change will not at once be evident even to those most interested, but there can be no doubt but that if the plan have a conscientious and thorough trial, it will be seen that no mistake has been made and that Bloomsburg Normal has taken a most important step in advance and that its standard of discipline, already high, has been still farther raised in educational value.

One of the exchanges received by the QUARTERLY is from a school of which the writer was for seven years a member. Just previous to the writing of these lines the mail brought in a copy of the exchange in question, and as always in such cases, even although the QUARTERLY imp was even then clamoring for "more copy," its perusal was immediately undertaken. It is a welcome visitor and eagerly awaited, and yet each number as it comes leaves us wishing for something that is not there. Just because it is so welcome and tells us so much we wish it would tell us more.

Now what is the lesson to be learned? Why this: While the QUARTERLY may have tried its best to feel and meet the needs of every reader it is quite probable that there is room for improvement in certain lines. There are some things, perhaps, that it comments upon as well known facts in the life of the school which the Alumni reader does not understand; things that are or should be, of vital interest to him and to the school. Now what is to be done? Let the matter go by and remain in ignorance, or worse, in misapprehension of it? No. Do what the writer intends to do as soon as he has satisfied the present demands of the printer. Write to the QUARTERLY a good, honest letter and say what you think is good therein and what, in your estimation, might be improved. The editors will then know that you are alive in your interest in their work and will certainly endeavor, so far as is in their power, to bring about the desired changes. Very likely they will print your letter. They surely will if you can make it to the point and full of just the sort of news you like to read yourself, because others like to read the same things you do. Then, if you have struck the nail on the head, the QUARTERLY will get some more interesting letters to publish and so the good work will go on. Just try it once. We are in earnest when we say we want to make the paper interesting, but remember that you have a share in that effort too. And just as sure as you do your part the other fellow will do his and the QUARTERLY will grow more and more interesting and valuable, not alone to those who are students now, but also to the students of twenty years ago. So friends, one and all, let us hear from you and your efforts will not be without reward.

Pedagogical.

Primary Reading.

THE RATIONAL METHOD.

The author of this method, Edward G Ward, is Associate Superintendent of the schools of Brooklyn, New York.

The author says: "The Rational Method is a peculiar combination of the word and phonetic methods. It utilizes each for that part of the work to which it is especially adapted. The word method is used, first as principal, because of its value in developing a method of reading thoughtfully, and afterward as auxiliary to remedy the shortcomings of the phonetic method, and increase the stock of word phonograms (sound symbols). The phonetic method, which is introduced by easy stages during the decendency of the word method, finally becomes the principal means of growth and progress. It imparts power, while it supplies the key which the word method is inadequate to give.

"The aims of the Rational Method are:

1. To make the child not only independent in his reading, but generally self-reliant.

2. To enable him to read a vastly greater amount than heretofore in a given time, and thus acquire not only a fuller vocabulary, but greater maturity of mind.

3. To put him in possession during the first year or year and a half of school life, of a complete key to the language, so that, no matter how soon thereafter his schooling may cease, his ability to read will be assured.

The following are the leading features of the phonetic part of the work:

1. *The presentation of the sounds and their symbols (phonograms) in a rational order;* that is, an order in which the easier precede the harder. The easiest sounds to use in phonetic reading are those that may be indefinitely prolonged, and the blending of which in words may therefore be most readily shown and perceived. These sounds the Rational Method deals with first.

2. *The teaching of an initial stock of phonograms before any phonetic reading is done.* This makes provision whereby, when such reading has been once commenced, it may be carried on continually and with sufficient wealth and variety of material.

3. *The training of the ear in the perception of phonetic blends, before phonetic reading is begun.* The teacher accomplishes this by pronouncing words sound by sound, and requiring the children to determine, in each case, the word so pronounced.

4. *An extensive and systematic use of word-phonograms and other compound phonograms.* The difficulty the child experiences in determining a new word, is, in general, directly proportional to the number of parts he has to recognize in it. By the use, then, of compound phonograms (sound symbols containing more than one letter), which, being taught as wholes, are no harder to recognize than simple ones, hundreds of long and hard words are practically transformed into short and easy ones. Thus, the word *lightning*, which the child learning by this method reads, *l-ight-n-ing*, he finds no more difficult than the word *left*, in which also he has to recognize and put together four separate sounds.

5. *A careful grading of the phonetic words introduced.* The first phonetic words presented contain but two phonograms each, the next but three, and so on.

6. *The gradual introduction of phonetic words into the sentence reading.* At first but one such word is used to a sentence. This prevents the phonetic work from offering any serious impediments to the thought getting. As the child's perception of the blend becomes quicker and clearer, the proportion of phonetic words is constantly increased. Finally, when this perception has become automatic, or nearly so, the reading is made almost wholly phonetic.

7. *Separate daily drills in the recognition of the individual phonograms and the reading of single phonetic words.* The purpose of these is to cultivate expertness. No other part of the work exceeds them in importance; for without them the average child would never acquire sufficient facility in sound or word recognition, to make successful phonetic reading a possibility."

The following is the full vocabulary for Part 1 (Primer) of the First Book.

a, ail, all, an, and, apple, are, at, boy, bread, can, come, cow, do, does, dog, drink, eat, egg, for, fruit, full, girl, give, go, good, has, have, he, her, here, him, I, ill, in, is, it, Jack, let, like, look, make, me, milk, much, no, not, of, old, out, play, see, shall, she, some, take, tell, that, the, them, there, they, to, too, us, want, water, we, well, what, where, will, with, yes, you.

Thirty-one of the foregoing words can be used as phonograms and combined with some of the following to make other words, thus enabling the teacher to extend the vo-

cabulary to more than one hundred words: f, l, m, n, r, s, a, e, o, ing, ings, ight, ights.

The drill on the sounds of the letters and other phonograms above given, must, begin with the first black-board work.

The following examples will show some of the combinations that can be made of the foregoing vocabulary and the phonograms that follow it: f-ail, f-ails, f-all, f-an, f-at, f-ight, f-ights, f-ill, f-in, f-it, f-its, f-old, l-and, l-ight, l-ights, l-it, m-ail, m-an, m-any, m-at.

Every lesson in the First Reader contains a review of some of the previously learned words, thus impressing them firmly upon the minds of the pupils. Failing to give daily reviews is one of the most serious short comings of most primary teachers. The Rational Method is provided with reviews, and thus insures thorough work.

The schools which have introduced the Rational Method have attracted public attention by their wonderful results.

Teachers who desire to make themselves acquainted with this method should write to Silver, Burdett & Co., 110-112 Boylston Street, Boston, for the Manual and the First Book.

The Composition Class. Permit us to relate two incidents out of many that may be a help to some young teacher:

It is evening in a county school, the class are beginning the study of grammar. The teacher asks if the boys were going to be carpenters, shoemakers, or wagon-makers, how long would it take them to learn the trade by knocking down old houses, tearing up old shoes and wagons and examining the parts? If the girls were going to become dressmakers, would they put in their time examining the parts of old garments? To learn these trades they must go to making houses, shoes, wagons, and dresses. That while a knowledge of the forms of sentences is important, they could never become skilled in the use of language by tearing up old sentences and examining their parts. They must build sentences. To build sentences they must have thoughts, to write beautiful sentences they must think beautiful thoughts. Eloquent sentences require eloquent thoughts, true sentences express true thoughts. That their sentences would never be better than their thoughts.

The interest being roused, a class was formed of volunteers for a composition class, with the distinct understanding that those who enter are to remain in the class; there was to be no retreating. A large class was formed, all who were proper to enter being enrolled; under the stimulus of volunteering none held back, none even failed. They saw in field and wood and by the stream, of what they read, of the sermons they heard, of the subjects they studied. The teacher corrected, criticized and encouraged. The pupils became interested in language study, and the grammar recitation was never a dull one.

The other class was in a summer normal. It was composed of young people preparing for teaching. Similar illustrations were used as to the former class, to impress the importance of actual work. Each was requested to write a composition relative to some place, or some fact they knew to be true, or was in compass of their reading. No fiction.

The school was in a little railroad village, and the pupils lived in the immediate vicinity. When these compositions were read, one wrote a brief description of Madison, Wisconsin. When it was through the teacher said: That is correct, for I have been there; when where you there? She said, "When my father was a member of the Legislature." Another wrote of the white rocks in the Alleghanies. She described the surroundings; how they can be seen for miles from the adjacant country like a white scar on the mountain's brow, and then told the

story of the faithless lover who, under the promise of marriage, lured his affianced to the cliff, only to hurl her over in front to a cruel death in the chasm below. The teacher said: "That is true, for I have been there, and the narrative is a historical fact." The whole community became interested in the summer normal.

With skill the composition class can be made as interesting as any class. The pupils acquire skill in using language by writing. "Writing maketh an exact man." Have the pupils write of facts, of things they know. Avoid fiction and fictitious stories. Leave them for later life. Nothing so adds force to an article as to say: "This is true."—J. A. D., in *American Journal of Education.*

If we eliminate from psychology all the subjects that are conceded to have no bearing upon pedagogy, we shall find that we have only the thinnest and the scrawniest science left. Take perception, for instance, and of the multitude of questions treated thereunder, it is safe to assume that none of them have any direct bearing upon pedagogy. True it is that without perception there cannot be knowledge, and without a modicum of time there cannot be distinct perception, but these again are facts self-evident to every one who understands the terms. * * *

Take the distinction between sensations and perception and Weber's Law of the discriminations of the sensations; all of these subjects are treated elaborately in psychology, and yet, none of them can be made of practical application in teachiug. The teacher, then, who goes to psychology for direct assistance in his specialty, shall find, after his exhaustive study of perception, that he is a wiseer psychologist, but a no more sagacious teacher. * * *

Other important psychological topics are, the order of the development of the faculties, the relation of the mind and body, the attention, the will, the imagination, and the association of ideas. If now we study these subjects in any pedagogical psychology, we shall find that what is available and useful in them for the teacher is—with one exception—based on common observation rather than scientific psychology. Thus we are told, in an approved text, that the whole system of training should conform to the natural order of the development of the faculties. The value of this statement, however, is destroyed by the declaration immediately following it, that it is a self-evident proposition. Now the order of the development of the faculties, as laid down by psychologists, is: 1, sensation; 2, perception; 3, imagination; 4, conception; 5, judgment; 6, reasoning. The pedagogical value of this order of the development of the faculties will be seen to be nil, if we bear in mind the fact that long before the child appears in the school-room, he is a perceiving, imagining, conceiving, judging, reasoning little animal, and that the first three days of his life are given up entirely to the senses is a rather shiftless fact in the premises.—W. L. GOODING, in the *School Review.*

Pedagogy tells us that "*the science of education is the science of interesting*;" and yet, but few pedagogues have realized the importance of *educating the interest of the child* In other words, little or no value has been attached to the likes and dislikes of children; but in reality they are very important.

A child can be given any quantity of information, he can be made to get his lessons, he can even be crowded through a series of examinations, but that is not *educating* him. Unless his interest in the subject has been awakened, the process has been a failure. *Once get him thoroughly interested and he can educate himself, along that line, at least.*

Hence the value of toys; they are not

only promoters of play, but they appeal to the sympathies and give exercise to the emotions; in this way a hold is gotten upon the child, by interesting him before more intellectual training can make much impression. The two great obstaeles to the exereise of the right emotions are *fear* and *pity*; these do not come into the toy world, hence we can see how toys, according to their own tendeneies, help in the healthful education of the child's emotions, through his emotions the education of his thoughts, through his thoughts the edueation of his will, and hence his eharacter. One can readily see how this is so. By means of their dolls, wagons, drums, or other toys, children's thoughts are turned in eertain direetions. They play that they are mothers and fathers, or shop-keepers, or soldiers, as the case may be. Through their dramatic play they become interested more and more in those phases of life which they have imitated, and that which they wateh aud imitate they become like.—ELIZABETH HARRISON, in *A Study of Child Nature.*

ANATOMICAL CHARACTERS OF FACES.

1. *The Intelligent Face:* Large head, beautifully oval; wide, high, and prominent forehead; eyes large rather than small; ears small or medium and beautiful; face small and very muscular; not very prominent jaws; large and prominent chin.

2. *The Stupid Face:* Small head or very irregular; narrow, retreating, smooth forehead; eyes rather small; large and ugly ears; large and very muscular face; prominent jaws; retreating and small chin.

The two great expressive centers of the face are always the eye and the mouth. The first expresses the degree of intelligence, and the second the force or feebleness of will.—MANTEGAZZA, *Physiognomy and Expression.*

It is by means of exereise that we improve and strengthen the muscles, and memory follows exercise. The muscles that are most exercised most readily retain and recall the impressions they have reeeived. The seat of the memory of these impressions, in our view, is not the brain or nerves, but the muscles themselves, by whieh the actions were effeeted. What the muscles receive from the nerves is simply the stimulus by which they are set in motion. The power of aecurately regulating and directing the amount of force to be put forth in any aetion depends on the museles themselves, and is derived from the stored-up memory of past impressions. A very feeble nervous stimulus may produce a great muscular effort.

There ean be no doubt that the mind or will has naturally by no means that control over our movements that is commonly supposed, and that the nature and character of our actions depend more upon the state and condition of our muscular system, and the way in which it has been accustomed to act, than is generally believed. Habits and practices that have been long indulged in may set at defiance any power of the will that can be brought against them. Hence the will or desire to accomplish a particular purpose, or to carry out a certain course of eonduct, is not enough, the individual must further be taught how it is to be done, and the muscles trained to the proper movements. * * * Even the will itself requires to be trained in order to understand how to rule and control its subordinates.—KAY, *Memory, What it is and How to Improve it.*

There is a wrong philosophy in supposing that a habit which has fixed itself in the fleshy nature can be overcome by the mere exertion of the will. It is not enough to resolve against it. You cannot vanquish it by the power of a resolution. To that must

be added continuous training—H. W. BEECHER.

Whatever a man may inwardly think and (with perfect sincerity) say, you cannot fully depend upon his conduct till you know how he has been accustomed to act. For continued action is like a continued stream of water, which wears for itself a channel that it will not be easily turned from.—ARCHBISHOP WHATELY.

Teachers of the Ichabad Crane stamp, it would not be unreasonable to suppose, had long ago disappeared from the schools of our country, but evidence is not wanting to prove the contrary. Living specimens turn up here and there, now and then, like other supposed extinct creations. It needs neither telescope nor microscope to find them. Their work reveals them. They do everything "thoroughly." Thoroughness is their watchward. As long as they believe a void to exist in a pupil's memory, they force *in* or *on* the quantity they suppose to be lacking until the almost distracted victim scarcely knows or remembers anything. Geography and history are the subjects that best accommodate themselves to this sausage-stuffing process of so-called teaching. Ichabod does not seem to know that his pupils have other powers besides memory, hence into this he dumps the contents of the text books as long as his unfortunates are able and willing to endure it. If they are not interested "it is their own fault, and they will some day, when it may be too late, regret it." Poor, deluded Ichabod! Why does he remain with us so long? Is he, perhaps, tarrying until the remainder of his tribe are ready to leave us, never to return? See him "hearing a lesson!" Teach, he cannot, therefore "he hears lessons." With open book in hand he asks questions, but with their's shut he requires his pupils to answer. If he is not well enough acquainted with the subject under consideration to conduct the lesson without the open book, why should his pupils be prepared to do their part with it shut? In other words, why should they be more familiar with the lesson than he? WM. NOETLING.

Echoes From the County Institutes.

SAYINGS OF THOUGHTFUL MEN.

Dr. Richard G. Boone, of the Michigan State Normal School, among many other good things said: "Am I wrong in supposing that a vital mistake of the schools, if there be a mistake, is that the child is taken away from his childhood interest in things, and not seldom, is given no love or faith in its place.

He once believed in nature; in a blind sort of way, perhaps; but believed in her: now, if at all, it is only as a servant to be used. Once he was alert to whatever change; now he has at best only a skill. * * * * * Sometimes it seems as if alertness of mind is lost almost in proportion as lessons multiply. Along with it goes enthusiasm; and interest and effort follow. Is there, indeed, a more wholesome conception of education than to regard it as conserving the mental and moral alertness of the child and his many-sided interest in his surroundings?" Dr. Wm. L. Bryan, of the Indiana University, asks and answers some very important questions.

What are the children of my grade most interested in? What are they not at all interested in? What do they assimilate, what reject of my teaching? What do they remember, and what forget?

I bring them material in the several classes—reading, geography, &c. I require such and such tasks to be performed. What of all this gets into the child and stays there?

No questions can be more important. Can

we get toward an answer to them in the time we have at our disposal?

I have this plan to propose: Sound the children thoroughly as to what they remember of last year's work. That is good Hegelism and Herbastian Pedagogy, and I hope, also, good common sense.

First find out as thoroughly as possible just what work was given to your pupils last year in reading, geography, &c. Then have a series of language lessons, followed later by conversation on that work. The list of questions must be made with precise reference to the work which the children have had.

If there are some things which must be known by the child, how must we change our method to make them stay known? If they give discipline only, is it possible that something which the child seizes upon with more hunger will give even more discipline? Who are the leaders in my school? What gives these leaders their influence? Is it physical force, speed, skill, intellectual superiority, friendliness, imperviousness — what?

To get inside these matters is more important than anything else for the success of the school—both its immediate, superficial success, and deep and lasting success. Dr. Arnold Tompkins, of the University of Illinois, has a way peculiarly his own, in saying some very important things. No one is more cordially received in Pennsylvania Institutes than he.

Teaching, he says, is a process, because it is a series of steps to the realization of an end, which end is the motive in the series —the beginning of the series. The end, as idea, moves forward to realize itself. This requires means in producing the steps. Thus we have in a process the end, or purpose, to be realized; the steps which lie between the end as idea and the end as objective reality; and the means by which the steps are taken. Every teaching process has these organic elements in common with ever other process.

Teaching is a mental process, not a mechanical one. This ought to go without saying; but there is a general feeling that teaching is the manipulation of mechanical means. This feeling is manifested in the current phases used in speaking of method; as the topical method, the outline method, the labratory method, the lecture method, &c. Teaching is not the manipulation of external means, as tapping the bell, calling the roll, making out reports, &c. Every teaching act, and all school work in general, has its mechanical phase; but this is not its essential, its vital one. It is easy to become lost in the formal process; for it is ever present, and is the obtrusive element.

It is a long step toward freedom when the teacher awakens to the fact that teaching is a spiritual process below the form; that it is the vital touch of the teacher's mind with the mind in which the knowledge is born, and not that external relation of transferring something to it manufactured elsewhere than in the mind of the learner. In the grand economy of nature there is always more of the beautiful than of the disagreeable, more of pleasure than of pain, more of the warbling of birds than the bellowing of thunders; more of fruitful, flowery hills and fields than of arid wastes or rocky desolation; more of things useful than of things baneful; more of light than of darkness; more of life than of death.

Kindness, pity, charity, are the essentials of revealed religion. The Son of Righteousness is ever rising, sending healing and blessing and peace upon all that believe.

The extent of the recognition of this principle of universal love in a community is a measure of its progress, its advancement beyond the heathen world. With them the two principles of good and evil are ever in conflict. Because the evil is feared, it must be propitiated by sacrifices,

in many and various ways. With us, the conflict is recognized, and the desire for the good is greater than the fear of the evil. The result is the multiplication of all forms of benevolence for the relief of sickness and suffering and want.

The lightnings of Sinai are less potent than the simple statements of the Beatitudes. The wish to reform a criminal is always greater than the desire to punish him. He is imprisoned, but he is taught to read right, to live right, to work right. Sometimes failure does follow these efforts, but the intention never-the-less, is good, and we cannot do otherwise than give it praise.

Thus do we discover that the tendencies of the times are ever upward, toward light, and liberty, and fullness of life.

Geography.

[EXPLANATORY NOTE: Instead of submitting a regularly written article upon this subject, for this number of the QUARTERLY, I have chosen to submit a few questions, which, I trust, thoughtful teachers will find somewhat out of the line of old stock questions. A few of these are based on "*Field Work in Nature Study.*"]

1. What is the most prominent natural feature in your home school district? Has this feature been slowly or rapidly formed? What was the probable agent in its formation? Is this agent still at work?

2. In what direction is the general slope of the surface in your neighborhood? What is your general elevation above the sea?

3. How were the hills about you formed? How the flat lands?

4. What is the prevailing kind of timber? Can you name the native trees by their bark or leaves? What new plants appear as the forests are cleaned away?

5. Can you name the wild animals that formerly inhabited the country? Why are they not to be found now? What *natural* forces led to their extinction? Is the *wanton* killing of animals ever right?

5. Are there any springs in your home neighborhood? Are they constant or intermittent? To what extent do they seem to depend wholly upon the local rainfall?

7. Is the water that we generally find in the country hard or soft? Why?

8. What conditions determine how deep we must go in digging a well? Does good water depend upon the depth? Is the water from a well a subterranean stream or a pool?

9. What is the nature of the underlying rock in your county? Is it stratified?

10. Are the irregularities, as seen on the surface, caused by similar irregularities in the dip of the underlying rocks, or not? If not, how do you account for the causes which produced the surface irregularities?

11. To what extent do you think the mountains and valleys of any given section, affect local climate? What differences would there probably be in the climate of any section, if the mountain trend was east to west rather than north to south.

What if a reverse condition existed?

12. What proportion of the wealth of your section is derived from mines? Do forests yield any considerable income in your locality?

13. Is farming the chief occupation in your county? If not, why?

14. How does the general "make up" of your section, as to surface condition, determine what the people shall engage in?

15. To what extent is the possible population of any section of country determined by the geographical conditions?

16. Does the general lay of a man's farm determine somewhat the kinds of crops he should raise? What influence should varying conditions of surface have on the farmer's choice of stock?

17. Does the fact that a man's farm is upland or meadow, have anything to do

with the varieties of fruit he should grow?

18. How were the roadways of the earliest settlers determined?

19. Do you know of any old roadways that have been changed? What reasons were given for changing them?

20. Does the running of the roadways have any affect on land values?

21. Can you name any public buildings whose location was determined by the lay of the roadway?

22. To what extent does the trade or travel of any given section justify the maintaining of good roads?

23. To what extent do good road ways influence travel?

Does a good public road have any influence on land values? How?

24. To what extent have the natural features of any section determined the way of the railroads? Have railroads changed the relative value of the land of the community?

25. In what ways do good roadways and railroads tend to benefit a given section of country?

Railroads are said to have a negative effect on keeping up good public roads? Why? What counteracting influence, if any, will the advent of the bicycle have?

CHAS. H. ALBERT.

Alumni.

The QUARTERLY desires to hear from all Alumni of the Institution. Please consider this a personal invitation to let us know all about yourself and all you can tell us concerning your classmates. Address all communications for this department to G. E. Wilbur, Lock Box No. 373.

Ludwig, E. A., was Professor of Modern Languages and Drawing, during the years 1869–70, and by his ripe scholarship and genial manners won the admiration and confidence of his pupils and associates. Dr. Ludwig was born in Berne, Switzerland, and came to America in 1830. He first located in Towanda, Pa., and later accepted a call to the professorship of Modern Languages in Washington College, Lexington, Va., now Washington and Lee University. When the civil war broke out his Union sentiments were so strong and so outspoken that, although offered a prominent and lucrative position under the Confederate Government, he promptly resigned his position and came North, where he had comparatively few friends. He was for a time editor of a German paper, at Scranton, but his love for the profession of teaching led him to accept a position in the Wilkes-Barre Institute, from which place he came to Bloomsburg. He subsequently became a licensed minister of the German Reformed Church, moved to Erie, Pa., where he was a professor in the Erie Academy, and also one of the editors of the leading German paper of Erie. In 1880 he was taken sick with pneumonia, he was apparently recovering, when a relapse came and he died very suddenly. In many respects Dr. Ludwig was one of the finest scholars ever connected with the school.

Imrie (Ward), Marion I., was for a number of terms in charge of the Art Department at the Normal, and we frequently hear commendations of her work from students of that time. She married Vernon C. Ward of Ward Bros., Columbus, Ohio, and has a delightful home at No. 1148 E. Long Street, in that city. Several works of art from her hands are on exhibition at the Atlanta Exposition and have received the highest commendation from the committee on that department. We clip the following from the *Ohio State Journal:*

A very pleasant compliment has been paid Columbus art work by the managers of the art department of the Atlanta exposition in the flattering comments made in the official correspondence regarding a collection of china and canvasses, which will be shown by Mrs. Vernon C. Ward, the well-known artist of this city. Mrs. Ward's exhibit has been passed with enthusiastic com-

mendation by the examining committee, and will be accorded a prominent place in the fine arts department. It is a matter of congratulation that the Ohio lady delegates may point to at least one exhibit of self-evident merit and genuine interest as indication of the work of Columbus women.

Mrs. Ward is still deeply interested in the Normal, and in all that pertains to her interests.

'71, Bartch, Geo. W., was at the recent election selected as Associate Judge of the Supreme Court of Utah, by a handsome majority.

'71, Garman, John M., was permanent chairman of the late Democratic Convention. At a critical period of the Convention he showed himself to be "the right man in the right place." John has received many compliments for the impartial manner in which he presided over this body, containing many distinguished men.

'78. Edgar, (Tucker) Elma H. graduated with honors from the Philadelphia Dental College, and about a year ago married Dr. Tucker of Brooklyn, N. Y. She is now President of the Dental Association of New York, and has achieved special distinction in her profession.

'79. Tustin, A. Lincoln graduated with honors at Bucknell University. He is a member of the Phi Kappi Psi Fraternity. About a year ago he went west on account of poor health; he spent the winter in Denver, Col., but is now located at Delta, where he is buying land and planting trees and vines. His friends will be pleased to hear that his health is very much improved.

'79. App, J. H. has for a number of years been the supervising principal of schools at Shippensburg, Pa. He has been successful in his profession and is greatly respected by the patrons and pupils of the schools. He is not satisfied with his present attainments, and is pursuing advanced studies.

'79. Ferree, Simpson E. is a member of the firm of Ferree and Mead, attorneys-at-Law, 765 Temple Court, Minneapolis, Minn. He has plenty to do and says he enjoys life as usual. George Ferree, class of '82, is a practicing physician located at New Paynesville, Minn. Notice of his marriage appeared in the August QUARTERLY. Prof. and Mrs. Ferree reside at New Paynesville, where Charlie is teaching. All are in good health and admire the west.

'80. Cleaver, Kimber is principal of the high school, Shamokin, Pa. He is a thorough student and teacher, and enjoys his work. He is a graduate of Dickinson College.

'80. Faulds, Lena E. is professor of Latin and Greek in the Wilkes-Barre high school. She entered upon her work this fall and has already won a position in the front rank of Wilkes-Barre's best teachers. Miss Lena is a warm friend of the Normal and of course subscribes for the QUARTERLY.

'87. Kester, Mattie (special course), is now Mrs. Chittenden and resides at Tampa, Florida. Mr. and Mrs. Chittenden spent several days in Bloomsburg as the guests of Miss Lillian Drinker.

'81. Wooley, Mame I. was married at noon, Oct. 10th, to Tyler Townsend of Philadelphia. Only the immediate relatives were present. The wedding reception was held November 8th in their own home, No. 3552, Park Ave., Phila. The QUARTERLY joins a host of friends in wishing her all the good things life can bring.

'83. Kittle, Clara D. is known in Wilkes-Barre as Mrs. Weyhenmeyer and resides at No. 57 McCarragher St. She is the proud and happy mother of a boy nine months old.

'83, Shiel, Robert, receives many very flattering compliments for the manner in which he manages the public schools of Pittston. An exchange says: "The Pitts-

ton public schools of late years have been forging rapidly to the front until at present they surpass the schools of any other district in the county, with probably the exception of those at Wilkes-Barre. * * * This gratifying condition of affairs is due to the splendid work accomplished by Supervising Principal Shiel and his superb corps of teachers."

'84, Martin, Charles E., who for a number of years was engaged in business at Thomas, W. Va., is again in Pennsylvania, and at present is teaching at Parsons, Luzerne county. We welcome Charlie back to his native state and to the profession.

'84, Scott, W. J., M. D., took a special course at the Normal, read medicine, and graduated at one of the Philadelphia Medical Colleges. He is now located on the N. E. corner of 13th and Vine streets, Phila., and is reported as having a large and increasing practice. Will is the Dr. Scott who made the post-mortem examination on the body of B. F. Pietzell, and who figured so prominently in the Holmes murder trial. On Nov. 11th, he, with his mother, made a flying visit to Bloomsburg. He was gratified at the growth of the town, and especially at that of the Normal. He always has a good word for the Normal School.

'85, Bierly, Louis P., is the live, earnest Principal of the Hazleton High School. His salary has been increased to $110 per month—a practical and well-deserved compliment.

'85, Sloan, Frank (special course), at the recent election was chosen City Surveyor of Baltimore, Md., by over 9000 majority. It's a fine position, and Frank is capable of filling it, as well as enjoying the salary, which is reported as being $4,000 per year. The Normal boys are capturing both East and West. They may "want the whole earth." Well, let them have it.

'85, Crocker, Minnie E., has charge of Primary C, in the Carey Ave. building, Wilkes-Barre Those who ought to know, say that she is doing very excellent work.

'85, Wilner, Geo. M., the *Luzerne Institute* says, " is now the editor of the Pittston *Item*, a new evening paper. Mr. Wilner has hosts of friends among the teachers, who wish him success in his new field." F. P. Cosper, a former Bloomsburg boy, is manager of the mechanical department.

'86, Deavor, W. T. S., is a professor in St. John's College, Annapolis, Md. During the Summer vacation he filled the pulpits of some of the prominent city churches.

'86, Curry, Gilbert, is Principal of Schools at Port Bowkley, Luzerne county, with a salary of $70 per month.

'86, Hughes, S. Elizabeth, is now a student at Vassar College. We understand that she ranks among the best in her class. Those who know her have no doubt of it.

'86, Reeder, Jeremiah, is Principal of Grammar School, in Shamokin.

'86, Witmer, Emma J., was married September 19th, at Palmyra, Pa., to Dr. Harry Bowman Felty. Their home will be at Abilene, Kansas.

'86, White, Laura M., teaches the Primary D grade in the Centennial building, Wilkes-Barre. She attended the International Conference of the Epworth League, at Chattanooga, Tenn., and reports a grand time.

'87, Brown, E. Claire, has charge of Primary A in the Conyngham building, Wilkes-Barre. It is hardly necessary to say to those who know Claire that she is successful. We learn that she still occasionally quotes "The wicked flee, &c." Her address is 139 Stanton street.

'87, Kurtz, Anna S., took special course in Mathematics and Latin, at Cornell University, and is now teaching in Girls' Gram-

mar School, Brooklyn, N. Y. She is delighted with her work, and the school officers and pupils are delighted with her.

'87, Young, Katherine C., who has been so successfully teaching at Alden, Luzerne county, was this fall elected to a position in the Wilkes-Barre schools. She has charge of Primary C, in the Meade street building.

'88. Patterson, H. B. is principal of the Courtright Ave. building, Wilkes-Barre. He has associated with him, Carrie C. Spare, '92, and May Learn, '93.

'88. Dougher, E. J. who was for some time principal of the Avoca schools, has entered upon a course in medicine in the Baltimore Medical College.

'88. Myers, B. F. "who was principal of the high school at Wanamie, Newport township, is now a member of the Luzerne Bar. If Mr. Myers carries the same enthusiasm into the practice of law that characterized his work as a teacher, his success is assured already."—*Luzerne Institute.*

'88. Lewis, Lizzie teaches at Plains, and receives $50 per month for her services.

'88. McNiff, Carrie was married Aug. 27 to Mr. John W. Dougherty, of Steelton, Pa. The wedding ceremony was performed by Bishop McGovern, assisted by Father Seubert, of Harrisburg, and Father Benton of Steelton, at St. Patrick's Cathedral, with a nuptial High Mass.

Mr. Dougherty, who graduated from LehighUniversity in 1889, is now superintendent of the blast furnace of the Pennsylvania steel works at Steelton. Mr. and Mrs. Dougherty, after a delightful trip through New York, Southern Canada and the New England States, are now enjoying their beautiful new home on North Pine street, Steelton.

'88, McGroarty, William, who left the Normal at the end of his Junior year, was married Sept. 25th, to Miss Rose Shovlin, of Wilkes-Barre, in St. Mary's Church. It was a very large wedding, the guests coming from many places outside of Wilkes-Barre. Mr. McGroarty is a conductor on the Traction Co.'s line, running between Wilkes-Barre and Parsons. Miss Shovlin is a sister of John F. Shovlin, '89, who is now Principal of the Hancock street building, Wilkes-Barre.

'90, Hess, Cora, on account of poor health, was compelled to relinquish her school at Huntington Mills. She is now home. Her health is improving. Lizzie McNinch, class of '93, was elected to fill the vacancy.

'91, Wilson, Annette (special course), took special training for missionary work in the Presbyterian Mission School, New York. She left this country last June, to take up her life work in the Congo Free State, Africa. Word has recently reached us that she died very suddenly, after having been but a short time in Africa.

'91, Artman, Mary H. (special course), was married March 6th, 1895, at Sunbury, Pa., to Thomas J. Sylvius.

'92, Porter, Hattie E. They *will* get married. After they are graduated from B. S. N. S., it seems that somebody looks them up, "with a view to closer relationship." One of the latest to glide out of the teaching profession into domestic felicity, is, or was, Miss Hattie E. Porter, one of the many pretty girls of the class of '92. She was married, October 23d, to Mr. George W. Newlin, of Mahanoy City.

'92, Vincent, Fred, has entered Yale, College of Liberal Arts. Thos. Chrostwaite, '92, is at Harvard University. Chas. H. O'Neill, '93, is at University of Pennsylvania Dental College.

'93, Campbell, Mary E., read a paper on "Personal Responsibility," before the Woman's Missionary Convention, recently held in the Lutheran Church, of Blooms-

burg. She received many compliments, both for the character of the article, and her manner of reading it.

'93, Zarr, Josie, was married Sept. 26th, to Mr. Chas. Hess, of Stillwater, Col. Co.

'93, Keenan, Gertrude (special course), was married last Summer to John Vandling, of Sunbury, where they will make their home.

'94, Hess, Aaron B. Still later news comes from the class of '94, and now it is none other than our once bashful, timid. shrinking Aaron B. Hess. who was married recently to Miss Gertrude Belle Harbaugh, of Waynesboro, Pa.

'94, Weary, Andrew, is Principal of a school in Coal Twp., near Shamokin.

'95, Smink, Hattie, is teaching in the Shamokin schools, and Nellie Kerlin, of same class, has been elected as a supply teacher.

The Boys in College.

When Principal Welsh was at Easton, October 24th, attending the celebration of the birthday of Prof. Francis A. March, L. L. D., L. H. D., one of the pleasantest incidents of his visit was the meeting with the B. S. N. S. boys. There was Harry Zeizer of '92, who in addition to having taken high standing in his class ('98), is dear to the Lafayette students because he is a successful foot-ball player.

C. D. Crobaugh of '91, (College Preparatory '94) also ranks high in scholarship in '98, and plays one of the important instruments in the college band. He says "I can give the College Preparatory Department of the B. S. N. S. my highest endorsement. It gave me just what I needed. Give my regards to all the teachers and especially Prof. Dennis, to whom I am especially grateful for excellent drill in Latin and Greek".

E. W. Romberger of '92 (College Preparatory '95) is a member of the class of '99, and has already made a favorable impression on the college mind by his hard work, earnestness, and good recitations. He also had kind words of appreciation for his Alma Mater, and was interested to hear all about the school and his many friends here.

Alfred E. Yetter of '95, also a member of the class of '99, is taking a Technical Course. He had just returned from home where he had been detained a few days by temporary illness.

Wm. R. Worthington of '95, is also a member of '99, and his football record is "away up." He plays on all the match games with other colleges and usually comes in for a good share of glory. Lafayette has a strong team this year, and B. S. N. S. ought to take some satisfaction out of the thought that she has two strong representatives on it.

It is very gratifying to know that the colleges all look upon B. S. N. S. as a school from which they get well trained students. From Ann Arbor, Lehigh, Dickinson, Lafayette, and others where this school has representatives, the report is that our students are doing us credit.

The Alumni Banquet.

The B. S. N. S. Alumni of Luzerne county, as well as the faculty of the Normal, have learned to look forward to the annual re-union and banquet which is held in Wilkes-Barre during the session of the County Institute there, as one of the pleasantest events of the year. The recurrence of this occasion on the evening of Oct. 24th was no exception to the general rule. Nearly two hundred of Bloomsburg's sons and daughters gathered in the spacious apartments of the Young Men's Hebrew Association and spent a pleasant hour in social intercourse. The company were then invited to adjourn to the hall above, where

Mr. Housel, the steward of the school, had provided a sumptuous repast. After ample justice had been done to the good things prepared, the audience were entertained by a vocal solo by Miss Vida Bowman, of the class of '96, and a violin solo by Mr. C. M. Stauffer, of '95. Mr. G. J. Clark, in his usual genial and witty manner, called on Profs. Noetling and Cope and Superintendent Harman, of Hazleton, all of whom responded with well timed remarks.

The necessary absence of Dr. Welsh was universally regretted. All present voted the affair a great success, and wished for many happy returns of the occasion.

Athletics.

Now doth the football player
Rise on the autumn air,
With the same old trick,
And the same old kick,
And the same big bunch of hair.

Football has been the central topic of discusssion in our athletic circles during the term. An inventory of the football material at the beginning of the year showed the great lack of experienced men. But with a pluck and determination that is characteristic of the Normal boys, a team was at once organized. Smethers, Keifer, C. C. Smith and Prof. Aldinger made up the list of experienced players. C. C. Smith was chosen temporary captain, A. L. Smethers succeeding him later.

A game was soon arranged with Berwick for Sept. 28, resulting in a victory for the Normal by a score of 14–0. The enthusiasm born of this victory brought out the men until we feel that for all round steady work "Old Normal" has a very fair team. It is true that we have no star like Worthington, of last year, yet we have good steady workers that make up a very fair team. The present team has kept up the reputation of its predecessors by playing nothing but clean football.

The following is an account of several of the home games:

BERWICK VS. NORMAL SCHOOL.

A fair-sized crowd gathered at Athletic Park Saturday afternoon, Sept. 28, to see the opening game of the season. Twenty minute halves were decided upon. Berwick started the game with a good kick off, Normal taking the ball for a gain of 20 yards.

After ten minutes hard play, during which the ball changed hands twice, Harrar of the Normal team was rushed over the line for a touch down. Carpenter failed to kick the goal. Berwick again kicked off and the ball was soon down for a scrimmage. During the remainder of this half Berwick did her best work and neither side scored. Conner, of the Berwick team, did excellent work, and reminded us of the days when he played upon the Normal team. Mr. Conner belongs to the class of '93.

In the second half Normal played with snap, and thus scored two touchdowns, one by Keefer, the other, by Smethers. There seemed to be a disposition to kill time on the part of Berwick during this half. It is unfortunate that such tactics are successful in keeping down the score, as it spoils the interest in the game. The Normal boys put up a strong game for the first one, the work of Harrar, Nyhart, Keefer, and Smethers being especially noticeable. We have a strong centre, as Berwick found to her cost. There was the usual number of fumbles that are expected in the first game, but fortunately they were not costly. The Berwick team is composed of a gentlemanly set of fellows and created a good impression by their plucky playing.

The teams lined up as follows:

BERWICK.		NORMAL.
Hartman,	R. E.	Fox.
Crost,	R. T.	Keefer.
Pegg,	R. G.	Nyhart.
Kepner,	C.	Butts.
Houck,	L. G.	Robins.
Crispin,	L. T.	Harrar.
Johnson,	L. E.	Colley.
Paden,	Q.	Detwiler.
Deitrich,	R. H. B.	Smith.
Conner,	L. H. B.	Smethers.
Heller,	F. B.	Carpenter.

Touchdowns—Berwick 0. Normal 3.

Score—Berwick 0. Normal 14.

SUSQUEHANNA UNIVERSITY VS. NORMAL.

Saturday afternoon, Oct. 10, witnessed the most hotly-contested game of foot ball our team has had. The Normal team saw from the appearance of the visitors that a hard day's work was before them. Selinsgrove was determined to wipe out last year's score, and brought the best team she has ever had to accomplish that result.

Normal won the toss and chose to defend the goal from which the wind was blowing. Selinsgrove kicked off, getting the ball well down the field. Normal lined up near the center of the field for the scrimmage. A succession of short gains were made, after which the ball went to the visitors on downs. Selinsgrove worked back for a few yards, but could make so little impression on the line that they soon lost the ball.

After a couple of tackle plays the ball was given to Aldinger, who, aided by fine interference, skirted the right end for a touch down. Fox kicked the goal. Time, ten minutes. Selinsgrove again kicked off. Smith caught the ball and passed it to Detwiler, who made a fine run, dodging his opponents with remarkable skill. After several downs a fine run around right end was made by Higgins, but the full back tackled him on the 25-yard line. Selinsgrove braced up and soon had the ball on downs. The ball was worked up toward the centre of the field, where Normal again gained possession of it. After a few more plays, in which the gain was slight, time was called.

After ten minutes rest Normal kicked off, the ends getting well down the field tackled the runner before the ball was advanced. Selinsgrove made several good gains but lost the ball on a fumble. The remainder of the game was played near the centre of the field, no score resulting.

The visitors put up a much superior game to that of last year. The interference of the Normal team is getting into excellent form. The backs start quickly and are all well protected. The teams lined up as follows:

NORMAL.		SELINSGROVE.
Smith,	R. E.	Morris.
Keefer,	R. T.	Ulrich.
Nyhart,	R. G.	Wingard.
Butts,	C.	Brungart, H. I.
Robins,	L. G.	Brungart, E. M.
Harrar,	L. T.	Erdman.
Aldinger,	L. E.	Hartman.
Smethers,	R. H. B.	Hare, J.
Higgins,	L. H. B.	Wallize.
Detwiler,	Q. B.	Hare, S. (Bastian)
Fox,	F. B.	Woodley.

Score—Normal 6. Selinsgrove 0.

Umpire, Hipsley; Referee, Cope; Linesman, Sutliff; Time, twenty-minute halves.

HILLMAN ACADEMY VS. NORMAL SCHOOL.

Saturday afternoon gave us fine foot ball weather, and a great victory for the Normal team. In spite of the fact that three new men played on the Normal team, the highest score of the season resulted.

The Hillman team was reinforced by Colley and Williams, of the Kingston team, and Platt Hand, of Lafayette. These men were allowed to play by the courtesy of the Normal team, and did fair work for Hillman.

Normal kicked off, Hillman taking the ball for a good gain. For about ten minutes it looked as if chances were even. Normal then began forcing the ball down the field by short gains, and Higgins crossed the line twenty minutes after the game started, but dropped the ball. Detwiler, Harrar and Robbins, at once dropped on it, thus securing the first touch down. Aldinger kicked the goal. Hillman kicked off. Hillman failed to make their gains in three downs and Normal secured the ball. Normal soon kicked the ball well down the field, Hillman taking it for a short gain. On third down the ball was passed to Hillman's full-back for a kick. McNertney and Nyhart broke through and blocked the kick. Normal lined up and Higgins was given the ball. In just twenty seconds from the time the sign was given he crossed the line for the second touch down. This run was made from the 40-yard line, behind fine protection. No goal. This ended the first half.

After ten minutes rest the teams were ready for the second half. In just one minute from the kick off Aldinger crossed the line for a touch-down. The fun now began for Normal as gains were made almost as they were needed. Higgins made many brilliant runs and played an excellent game. He had three touch-downs to his credit with a fourth but for the fumble. McNertney played a good game. This was his first game but he had two touch-downs. Aldinger had three, and Robins one, which was not allowed as time had been called. The final score of 48–0 in favor of the Normal shows something of the snappy play of the home team in the second half. The teams lined up as follows:

NORMAL.		HILLMAN.
Nyhart,	R. E.	Hartland.
Smith,	R. T.	Ryman.
Alleman,	R. G.	Read.
Butts,	C.	Hand.
Robins,	L. G.	Williams.
DeWitt,	L. T.	Reap.
Harrar,	L. E.	Hugus(McCart'y)
Detwiler,	Q. B.	Colley.
McNertney,	R. H. B.	Tonkin.
Higgins,	L. H. B.	Gaston.
Aldinger,	F. B.	Ward.

Score—Normal 48. Hillman 0.

Umpire, Rand; Referee, Cope; Linesman, Sutliff. Time, 25 and 20 miuutes.

NOTES ON THE GAME.

The Normal team showed superior staying qualities. Hard training pays.

Higgins, Aldinger and McNertney make a trio of fast backs. All three are sprinters of some note.

We do not miss Beddoe at quarter since Detwiler has gotten into the game. He uses his head well.

The Normal team went on the field feeling doubtful of the result. The first ten minutes play made the crowd doubtful, but after that——

At the Fair.

Three prizes were offered by the Normal Athletic Association for first, second, and third winner of a 100 yd. dash to be run at the County Fair. Eighteen entries were made. The race was run in three heats, six men in each, and a fourth for the winners. Hosler, Smethers and McNertney carried off the prizes in the order named. The first prize was a silver cup, second, a silver cup, third a pair of Indian clubs.

Mr. Patterson gave a fine exhibition of artistic club swinging between the races.

The Return of An Athlete.

Great was the rejoicing among the boys interested in sports, when it became known that Will Worthington, of foot ball fame, had returned. Mr. Worthington has been the star of the Lafayette College team this season. He returned November 14th to

take up college preparatory work at the Normal, and will remain during this year. He will add greatly to the strength of the basket ball and base ball teams. He will be on hand to play in our Thanksgiving game of foot ball.

Tennis Tournament.

It has been the custom in the past to have a tennis tournament for the whole school, but, owing to the fact that the boys have privileges on the foot ball field, during the fall term, in which the girls do not participate, the club decided to have a tournament for ladies only.

Eight young ladies entered the contest. They were Misses Bowman, Harris, Rosser, Kistner, Lindsay, Bell, Gernon, and Chase.

A feature of this contest was that it was for beginners only. Much interest was manifested and considerable enthusiasm aroused.

Misses Chase and Harris were the successful contestants, Miss Chase winning the first prize, a tennis racket, and Miss Harris the second prize, a silver cup.

A tournament for mixed doubles was also projected, but the necessary arrangements could not be made in season to have the tournament played off this Fall. When the season opens in the Spring it is expected that a series of tournaments will be held, giving every one, be he good player or poor, a chance to show what he can do with a tennis racket.



Last year was the most prosperous year in the history of our society. Both in point of numbers and talent, we were fortunate to say the least. This establishes a precedent of which we should be proud as well as eager to maintain. Many of our old members are back and in the harness again, while the new members have taken hold of the work with greater energy than has ever before been shown. As a whole, everything points toward a year that will eclipse even last year's record.

Many of our old members will be sorry to learn that Prof. Detwiler has left Bloomsburg. This is quite a loss to the school and our society, as he was the member of the faculty who met with our curator committee to arrange programs. In appreciation of his kind efforts in our behalf, the society presented him on his departure a fine set of Emerson.

The friends of Philo. will be glad to know that the place in our curator committee left vacant by resignation of Prof. Detwiler has been accepted by Prof. Dennis, whom we all know to be very zealous in whatever he undertakes.

Philo. has a library of which she may well be proud. The past year she invested over $200 in books. They were selected by Prof. Detwiler with much care and good taste. A complete list of the books added appears in another column of the QUARTERLY.

The girls are now playing a new-fangled game in the "gym" called Newcome. It is played with the basket ball, and the only objection to it is that it is so rough that one girl has to stop and ask the "other girl's" pardon after she has pushed her aside in order to get the ball. There is some talk of organizing a team to defend Philo. Let us hope that it "pans out." The boys have been affording the girls amusement on the foot-ball field and it is only fair that they should return the favor.

The series of entertainments, treating of a few prominent poets of this and other countries, which has been planned by the Philologian Society for the coming Winter, promises to be the most entertaining, as well as instructive, ever given by this Society.

The program, rendered Saturday night, November 2d, was especially pleasing, and those who were present went away feeling that although Philo. has always endeavored to be a helpful feature of the school, it never before succeeded quite so well as at this time.

The oration on the life of Whittier displayed the defining and intellectual qualities of a nature which such a good and great man only can possess. The debate, which followed, on the question, "Resolved, that J. G. Whittier did more for the abolition of slavery than any other person," affirmative and negative, and won by the affirmative side, signified the influence of one whose name all patriotic Americans venerate as that of him who saved our country from disgrace, and our people from the chains of slavery. The more weighty matters of the evening were interspersed by several appropriate and well-rendered piano solos, and a very pathetic poem showed how slave mothers have the same warm feeling of love that characterizes the mothers of the white race.

The "Advance" having been read, the program ended with a vivid representation of the scene of Mabel Martin and Esek Harden, and, although some of the Quakers showed their love of somewhat brighter colors than is customary, the beaming faces behind the gingham bonnets and straw hats did not fail entirely in reminding us of the good old times when much of the light, capricious conduct of the present day was unknown, and youths and maidens "were their own sweet selves."

It is hoped that all who attend these entertainments will come with the purpose of being benefited, and we hope the feeling of interest, manifested at our last entertainment, may continue throughout the Winter, when the lives of other poets will be discussed in the same manner as was that of Whittier.

The question has been asked are the debates worthy of the attention they are receiving from the society.

We are told that the people of this age have no time to listen to arguments and orations. That the demand is for reading matter and that we must cater to it. And for this reason it is urged that the more important work on our program is the writing of essays and the preparation of articles for the Journal. These productions are and should be a very important part of our literary work; but to place them in importance above the debate simply because the world demands more of that kind of productions, is mistaking a means for an end.

If it is of more importance to do compo-

sition work simply because there is more demand for that kind of work in later life, we would be led to think power in that line is merely an art acquired by much practice with words.

We sometimes mistake appearances for the things themselves. Is it the printed page or the words upon it which men read? No, it is the thoughts behind them of which the words are but symbols. Is the power of thought or expression gained by making the symbols of thought. or by thinking the thoughts themselves.

The highest end to be obtained by intellectual training is correct thought combined with clear, forcible and elegant expression.

No exercise can do more to promote clear and ready thoughts and expressions than debating. While the debater is solving the problem which the question presents to him and trying to overwhelm the arguments of his opponent, he is not solving but gaining the power to solve many of the problems of after life.

So let us have the debate, not to the exclusion of other features, but on an equal footing.

Let the programs be of such a character that all shall take part and that in the work for which their talents best fit them.

Then let the work be done with such a hearty good will and earnestness, as shall make this year the most profitable which Philo has ever seen.



As time moves on, the Callie roll is constantly changing. New names are added during the entire school term, and when examination days arrive, and the students pass successfully and receive their diplomas, we lose many faithful workers.

So it was last Spring. A great number of Callies left the school and the society of their heart, and went to fight life's battles. We miss those hard workers and wish them success in their undertakings. But they left the Society in good condition, with a high standing, coffers well filled, and brilliant prospects for the future.

When the fall term opened we began to add names to the Callie list and to outline our plan of work. Our programs have been of a literary character and very interesting. Our aim is to have more original work, such as essays, orations and debates. From the original work comes the great benefit of society work.

The debate, which we now consider the most important of all, has been slighted by our society in the past. The members now see the benefit derived from debating and an effort is being made to change the society into a large debating club. Our entertainments would then have for their principal feature the debate, and as spice have music, recitations, essays and orations.

This is our idea, and the object for which every member is working.

With this aim in view a society which is composed of members of "push" cannot but succeed in its undertakings.

What we need in this country is a better class of people—people who can get upon a platform and look their fellow citizens in the face and express their thoughts. What good are the men whom we send to make our laws, if they set in their seats like sticks, and cannot express themselves? They may have better plans and schemes than those which are pushed through by others, but if they have not the power to express themselves, what good are they?

The Literary Society is the place where we learn to face an audience, to express ourselves and to make known our plans to others, and any person who shirks society duty is missing that which is as beneficial to him as the work which he receives in his class room.

The *Calliepian Journal*, which is read at our literary meetings, is becoming more and more popular. To those who write for its columns, it is especially beneficial. It contains the latest school news of the day, and with its jokes and those things which help to make it all the more interesting, it is enjoyed by every one.

For the first time in a number of years the Callies have been called upon to mourn the death of one of our members. One morning in October one of the members received a letter stating the death of Mr. Joseph Reilly, who died in the morning of October 17th. Mr. Reilly was a member of the class of '95, and a faithful worker in the Calliepian Society, serving as president during the last of his stay in school.

The Society met after hearing of his death and drew up the following:

WHEREAS, It has pleased the Almighty God in his great mission to remove from our midst our beloved brother Joseph Reilly. While we sincerely feel our great loss, we humbly bow our heads to the immutable decree, knowing that it has been ordered for the best; therefore be it

Resolved, That the Calliepian Society extends its heartfelt sympathy to the parents and friends of our deceased brother in their heavy affliction.

Resolved, That the Society recognize its great loss in the death of our late president, and appreciate all his efforts in bringing us to our present high standing.

Resolved, That a committee of two be sent from this Society to attend the funeral, and that these resolutions be printed in the *Bloomsburg Daily* and Shenandoah papers, also entered upon the minutes of our journal.

MAMIE A. WEGGE,
LIZZIE DOORIS, } COM.
J. K. MILLER,

Y. M. C. A.

Again it is our pleasant privilege to inform the patrons of the QUARTERLY, all those interested in this work and our friends in general, as to the standing of the Young Men's Christian Association work in this institution.

Our usual reception to the new students was given at the beginning of the year, and proved a great success. These receptions are under the auspices of both the Y. W. C. A. and Y. M. C. A., and afford an excellent opportunity for the old students to extend the right hand of fellowship to their new brothers and sisters.

Our association is in a flourishing condition, never in the history of this movement in this school has such interest been manifested in Y. M. C. A. work.

At the beginning of this term a thorough canvass of the members of the school was made, which proved very gratifying to the officers of the association. Many more

members were secured than any previous year, both active and associate.

The report of the delegates sent to Northfield, Mass., by the Y. W. C. A. and Y. M. C. A. was given in chapel on Sunday evening, Oct. 27. These reports were lively and interesting. Among the principal speakers at the Northfield convention were Mr. D. L. Moody, Dr. Hall, bishop of Vermont, Rev. Theo. L. Cuyler, D. D., Rev. J. Wilbur Chapman, D. D., and Francis L. Patton.

Very soon after this three delegates were sent to the State convention at Erie. They gave their report on Thursday evening, Oct. 31. This seemed to arouse us again, which proves that it pays to send delegates to conventions.

Last year we studied the life of Christ in the Bible bands and this year we are working on the life of Paul. An outline prepared by W. H. Sollman, of Yale University, furnishes an excellent guide in the department of Bible study. A lively interest is manifested in this work, as nearly all the members of the school are in one or another of the bands.

The week of Prayer for young men was observed here by holding short services every night in the week. These were attended and enjoyed by many of the students.

The young men were very willing to help the ladies in every possible manner when the Y. W. C. A. State convention met at Bloomsburg, and join heartily in saying "Come again."

Y. W. C. A.

Northfield! What a thrill of delight the very sound of the word sends through our souls.

The Seminary buildings are situated on a rise of ground overlooking the beautiful Connecticut with its picturesque valley, encircled by majestic mountains; and the grandeur of those sunsets, must be seen to be realized. The ever changing hues in the clouds—the golden beams sparkling on the peaceful waters of the Connecticut, made us wonder, in the stillness of those closing summer days, what must be the beauty beyond the clouds when so much is given us here.

The first study hour in the morning was taken by the Personal Workers Training Class under the efficient management of Miss McElroy, Gen. Sec. of the Harlem Association. The book of Acts was the text book, and many lessons were learned from the first witnesses for Christ—among others the duty and privilege of personal work.

Every department of the College association work was discussed under Miss Allen's leadership. She said, "The object of this conference is two-fold; first, to hold up the highest ideals of association spirit and workings. Second, real conference among delegates themselves. Miss Effie K. Price gave a very forcible talk on the Association as the "Fraternity of Fraternities." The Association as the supreme and all-inclusive society for young women, conflicting with the claims of no other society, but itself an element to sweeten and supplement all other societies and relationships—a social and spiritual force without which we cannot afford to live."

The missionary department was considered one of the most important, for missionary activity is vital to the real spiritual life of the Association. As to the Devotional committee—its work is not limited to the getting out of programs, but its aim should be to touch each girl personally.

At 10:30 the class in inductive Bible study of the Gospel of John, was conducted under Dr. White of Chicago, and the morning session closed with the missionary conference led by Mr. Pitkin, of the Student Volunteer

movement. Throughout the conference the missionary spirit deepened and the number of volunteers was slowly but steadily increased to fifteen.

In the afternoon there was always a walk or drive, basket ball or tennis tournament, planned by the Athletic Committee.

College afternoon was celebrated with due honor. The girls advanced by delegations into the assembly room of Stone Hall, carrying banners, colors and other insigna and pausing just beyond the entrance, gave their yells with much enthusiasm Bloomsburg, and we are proud of it, had the largest delegation from Pa. and was the only Normal delegation who gave a yell.

This ceremony performed, characteristic songs, speeches and hits were in order, and the interchange between Vassar Wellesly and Mt. Holyoke was particularly spirited.

The first of the evening meetings was at the twilight hour on Round Top—that beautiful green knoll back of Mr. Moody's home—and was by general consent the sweetest of all services. The informality of it the calm of the evening, and the beauty of the sunset, all added their charm and as the shadows deepened, so deepened the impressions of the earnest words of this hour. Never can we forget that powerful talk of Robert Speer's on "Christ, My Master." He urged upon us Christ's claim to the utter mastery of our lives, and those who heard him can never again call Christ their Master without a new realization of the meaning of the words. Many other grand talks were given on this sacred spot. One by Miss Price on "Jesus as a personal friend" was very deep and blessed, as we realized that all the tenderness and helpfulness of the sweetest human relationships but faintly pictures the friendship possible between the soul and Christ.

After the hush of this hour on Round Top, it was a decided contrast to come into the large and well-lighted auditorium where we listened often to Mr. Moody himself, or to Mr. Speer, Rev. Tompkins of Providence, Dr. Dixon of Brooklyn, or Mr. Whittle and others.

And so the days passed all too quickly, but their unfading impress was left upon our lives as Christ manifested Himself in living reality, and utter consecration became not a possibility but a purpose to many.

Truly all who attended the Northfield conference this summer can echo the testimony of one worker. "Of all places on earth, Northfield is the most like heaven."

I wish there were time and space to permit me to describe our journey to and from Northfield, which was delightful to say the least. There were four of us, Martha Dann, Janet Lindsay, Cora Gernon and Marion Chase.

At New Haven we were met by Miss Clara Smith, who took us through Yale College, and in the afternoon down to Woodmont on the Sound, where we were delightfully entertained at the home of her uncle.

NORTHFIELD ECHOES.

"Put your life along beside Christ's and see if you see any resemblance. That's the test."—*Mr. Moody.*

"That which lies in the well of your thought will come up in the bucket of your speech."

"The people that put confidence in you get most out of you. Put confidence in Jesus and He will give you the best He has."—*Major Whittle.*

Locals.

Gone hath the Spring, with all its flowers.
And gone the Summer's pomp and show,
And Autumn, in his leafless bowers,
Is waiting for the Winter's snow.
—JOHN GREENLEAF WHITTIER.

Every one was delighted by the announcement made at the beginning of the Fall term "breakfast at seven." We all appre-

ciate our extra half hour nap in the morning, even though we have to hurry in order to reach the early classes on time.

A steriopticon lecture, entitled "Some Curious People of Our Country," was given in the Auditorium September 19, by Rev. Mr. Finks, of New York City. The different raees which go to make up our heterogenous population were vividly portrayed upon the sereen.

The County Institute, held in Bloomsburg, during the week of Oct. 21st. brought baek many of our old students, who managed to find time to get up on the hill once in a while, and swap stories of old times, with their old friends and teachers here.

Prof. C. H. Albert has had so many calls upon his time from the various County Institutes, that his department has been handed over to Mr. P. L. Drum until after the holidays, at which time Prof. Albert will resume his usual duties.

The up-to-date and prudent girl
Will now, so there are rumors,
Construct her Winter puff sleeves of
Her pretty Summer bloomers —Ex.

The School exhibit at the Fair, during the week of October 7, was, as usual, interesting and instructive. The work in clay modelling, paper cutting and folding, was mueh more in evidence than ever before, and attracted mueh attention. The walls were filled with exhibits of pulp maps, drawing exercises and outline maps, etc. The bench displayed an unusually complete set of manual training products, illustrating the entire course of work in that department. A fanciful conception was a miniature telephone line, in working order, from one end of the exhibit to the other. Our friends expressed themselves as well pleased with this representation of our Normal work.

Mr. Wm. H. Butts, who conducted our musieal department from 1891–1893, and who is now a student in the General Theological Seminary, in New York City, offieiated in the Episcopal Chureh, of Bloomsburg, on Sunday, October 13. Although he has not received orders, Mr. Butts delivered a sermon of more than ordinary interest, and read the service in a most impressive and pleasing manner. His old friends were happy to have the privilege of listening to him.

Mrs. Noetling, wife of our well known and esteemed Professor of Pedagogy, and her sister-in-law, Mrs. Charles Noetling, of New York City, were guests at the Normal for several days, in the early part of November.

Miss Haas, director of our musical department, recently spent several days in Philadelphia, where she had the privilege of attending one of Paderewski's concerts, and other notable musical events.

'Tis strange that such things should enter the minds of our young ladies, whose hopes for the future are exeeedingly bright, and yet the following colloquy was heard not far from the editor's door:

Miss —— (with cat in her arm). Why, don't *you* like cats?

Miss ——. No, indeed. Don't you know if you like cats you'll be an old maid?

The State convention of the Young Women's Christian Association was held in Bloomsburg on Nov. 15 to 17. Many meetings were held in Normal auditorium, and speeial provisions were made to enable our students to attend. Nearly fifty of the delegates were entertained in the building and seemed to be very pleasantly impressed with the life in our big family here. A full report of the proceedings will be given in the next number of the QUARTERLY.

Those who were members of the school under the regime of ex-State Supt. Dr. D. J. Waller will be sorry to hear of the death of his son David, who died at Indiana, Pa., on Saturday evening, Nov. 16th, after a brief illness. The funeral services were held in this town on Tuesday, Nov. 19th, and many of the old friends from the Normal were present. The young man was for several years a student of the school, and endeared himself to his teachers and schoolmates. Our good friend Dr. Waller has the sympathy of the entire school in his great affliction.

Twelve states are now represented by students in this school. New students are registering every few days.

The graduate course continues to attract great interest because of the advantages it offers to those who complete it. The num- of graduate students in attendance this year is far in advance of that of any previous years.

Speak no evil of the absent
For you never know, alack!
Just when the slandered may return
And make you take it back.—Ex.

Great will be the surprise of our many readers to know that the prophecy came true. Prof. Noetling rides a bicycle. He delights to tell his experiences in learning to manage his famous steed, and confesses that in the struggle for mastery he often wished for more "Practical Teaching" in striving to get from the known to the unknown. He has been forced by weighty arguments to come to the conclusion that he needs a lighter machine.

The election for the School Senate took place on Thursday, Nov. 14th. Great interest was shown in the election. The Australian system of balloting was used, thereby giving the students valuable instruction which will profit them later in life. As this was the first election, the full Senate of twelve members was elected but hereafter only three will be balloted for at the beginning of each term. In this way two hundred and forty-nine ballots were cast the results being as follows:

FOR ONE YEAR.

Harry Barton,	181	J. Sharpless Fox	98
Edward Hughes	166	Martha Dann	88
Mary R. Harris	162	D. A. Mulherin	72
Helen Carpenter	134	Nora Drum	59

FOR TWO TERMS.

Amos Hess	166	Chas. Keefer	110
Cora Gernon	135	Ella O'Brien	107
Ida Miller	130	Eliz'b'th McKane	105
Frank Lutz	115	Arthur Crossley	91

FOR ONE TERM.

Roy Nance	174	Gertrude Miller	117
Boyd Maize	154	Rush Hossler	110
Warren Shuman	128	Margaret Shaughnessy	82
Lavina Lynch	125	Chas. Boyer	73

Those in the first column are the successful candidates. As this is the first Normal school to make a trial of student government, the outcome of this election is awaited with much interest.

One of the enjoyable features of the Y. W. C. A. convention was the manner in which the quartettes and chorus of the school rendered the musical selections. These singers have been trained by Miss. I. V. Coburn, who has charge of the vocal music at this school, and their success in this matter is but the due reward of her faithful work with them.

The College Preps.

The College Preparatory department is making itself felt in the school as never before. Instead of the customary six or eight students on this course there are now connected with this department about thirty

students. The graduating class promises fair to present ten or twelve members for diplomas in spring, and the class of next year is expected to be still larger. Prof. J. H. Dennis, who has had charge of the languages here for the last two years, now devotes his whole time to the College Preparatories. The full legal title of our school is the Bloomsburg Literary Institute and State Normal School. The Normal part of the name has of late rather obscured the other, but Prof. Dennis thinks that isn't fair and is determined to let folks hear about the Literary Institute part of it at present. The classes are making excellent progress, and the work of the department is running more smoothly than ever before.

Manual Training.

The work of the Manual Training department has developed and increased to such an extent that Prof. DeWitt has been obliged to secure the services of an assistant. Mr. S. James Dennis, of Dover, N. H., who brings into the department considerable experience in the line of Yankee "whittlin and sich."

With two teachers in charge the work is running very smoothly. A course of work for the Seniors in the preparation of practical models of physical apparatus is being prepared and soon our Seniors will be making these models for themselves to assist them in their future teaching.

This department was as usual, well represented at the Fair. The work there exhibited showed that progress is the watchword here.

Prof. Detwiler's Resignation.

At the end of the first month of the school year Prof. W. H. Detwiler, who, for more than three years, had filled the position of teacher of history in this school, resigned. Prof. Detwiler had been re-elected with the privilege of being absent a part of the year to study at the University of Pennsylvania, but soon after the opening of school he was offered a a position suited to his tastes, on the *Public Ledger* of Philadelphia, and decided to make his withdrawal permanent.

His departure was the occasion of profound regret on the part of the students, the faculty and the trustees. His excellent work as a teacher, his ripe scholarship, and genial friendship made him beloved and appreciated by all.

Prof. D. S. Hartline, formerly our instructor in manual training, now a student in Lafayette college, was secured to carry forward Prof. Detwiler's work. The school was fortunate in securing one not only well qualified, but also well acquainted with the needs of the position. He will go back to his college work at Christmas, when Prof. Albert's return from institute work will give additional teaching force, and make it possible to carry out the program without him.

The Model School.

Never in the history of the school has the Model School been so satisfactory as during the present year. Miss Perley and Mrs. Dennis have been provided each with an efficient assistant, which enables them to do much more for the pupils than ever before.

Another factor in this advance of the Model School work is the use of the Pollard Method of teaching primary reading. In the hands of Mrs. Dennis, in whose department the larger proportion of this work is done, the results have exceeded all expectations. Each senior before using the method receives private drill from Mrs. Dennis in addition to the instruction received from Prof. Noetling on the general plan and purpose of the method. Mrs. Dennis

deserves especial credit for her indefatigable efforts to make the method a success.

That the public is beginning to show its appreciation of the excellent advantages afforded in this school, is shown by the fact that the attendance has never before been as large.

University Extension.

One of the features of school work which was of great interest and profit to our students last year has again established itself with us. We refer to the University Extension work which we are now taking up for the second year. Last year Professors Axson and Rolfe gave us courses in English literature and this year we have been fortunate enough to secure the services of Prof. H. W. Elson who is at present lecturing to us on a course in American history covering the period between the wars of 1812 and 1861. The interest this year is greater than that of last and it is a goodly number that assembles in the auditorium every Monday evening to listen to Prof. Elson and take part in the extremely interesting discussions which always follow the lecture.

As the present course will be finished by the holidays it is quite probable that another course will be started upon after New Year. The officers of the Extension movement here are Dr. J. P. Welsh, President, and Prof. Jenkins, Secretary and Treasurer.

Music Recital.

The high order of the work done by the Music Department during the past year has been so thoroughly recognized and appreciated by the public that comment is scarcely necessary. An increased attendance and a lively interest in the work by the pupils speak for themselves. On October 10th a recital was given by the students. It was rendered with great care and was thoroughly enjoyed by those having the good fortune to be present. The following is the program :

Elfintanz.....*Spindler.*
Daisy Reimensnyder.
Allegro from Sonata in F. major....*Mozart.*
Delia Geisinger.
Mazurka in B. minor.....*Meyer-Helmund.*
Helen Baldy.
Serenta.....*Kepner.*
Evalyn Cherrington.
Mazurka Op. 57, No. 3.....*Webb.*
Florence Billmeyer.
Melody in F.....*Rubinstein.*
Gertrude Miller.
Valse Impromptu, Op. 301.....*Bohm.*
Sallie Zehner.

As Others See Us.

What Supt. R. K. Buehrle, of Lancaster, Pa., thinks of the Bloomsburg Normal School.

[Copied from the *School Gazette* of Harrisburg, Pa.]

A TRIP TO BLOOMSBURG.—Having for years longed to respond to the repeated invitations extended by the principal and vice-principal to visit "the normal school among the mountains," the desired opportunity was at last afforded when I was ordered, in June last, by the School Department of the State to report at the Bloomsburg State Normal School for duty as a member of the examining committee. Having left the home of "the fathers" of the Pennsylvania common school system early on a beautiful morning in June, and having feasted my eyes on the magnificent scenery along the Susquehanna, I arrived at "the Normal," situated on an eminence that affords a commanding view of the town, and a fine prospect of the surrounding country. A pleasant acquaintance with younger members of the faculty, formed by means of an examination in astronomy, made all feel that the ice was broken, and the newly-

made grounds for purposes of recreation, including twilight receptions, were the objective points for the remainder of the day.

Of the examination, I will only say that it was very much like such examinations are everywhere—a time of anxiety to the classes, and of hard work for the examiners, but withal of the kindliest and pleasantest feeling compatible with a conscientious discharge of duty. The classes were large—about 150 in the senior, and upwards of 200 in the junior and preparatory.

What especially impressed me was the attitude of the faculty towards the students, and the entire confidence of the latter in the former. The school appeared to be a large *family*, of which Principal Welsh, ably assisted by his amiable and businesslike wife, was the father, and the faculty, headed by the nestor-like teacher of pedagogy, Professor Noetling, the older brothers and sisters. Every one seemed to be happy, and doing what was expected. How anyone could get home-sick there I cannot understand, and I suppose none do. As is to be expected under such circumstances, there was an entire absence of constraint as well as restraint, which, when it is considered that the school numbered over 400, [600 in fact] is no small proof of the pedagogical ability of the principal and faculty. Such an object lesson cannot but convince the most hardened opponent of State normal schools that whatever defects and short-comings they may have, they are excellent institutions of learning, to which parents need not hesitate or fear to send their children. It was especially interesting to the writer to notice how the Sabbath was kept—not, to be sure, so as to rob it of all cheerfulness, but neither was or is there a Continental Sunday—in a word, the day is kept holy—religious services are attended in the school and in the churches of the town, the members of the faculty leading the way.—R. K. B.

The Library.

The improvements recently made in the library almost entitle it to the name new library. The card catalogue is nearing completion. A regular custodian has been secured. The reading table is supplied with its usual choice list of periodicals. A new alcove case has been built to provide the additional shelf room made necessary by the introduction of new books. A table has also been provided, on which are placed from time to time the books to which students are directed by their teachers in the class-room.

The last addition to the library consists of over 200 volumes added by the Philo society. These books have been very carefully selected by a joint committee of the faculty and society, as indeed have all the books in the library. The "lumber" so likely to accummulate in libraries of this kind, has all been set aside.

This list of books has been published at the suggestion of graduates of the school, who find such lists of carefully selected books very helpful to them in making selections both for their school libraries and for their private shelves. It is the intention to publish in the QUARTERLY lists of all additions to the library as they are made, so that those who keep the QUARTERLY on file will have in course of time an excellent list of carefully selected books.

The letters and figures on the right of each book-name indicate the position of the book in the card catalogue and on the shelves.

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Happy Dodd, 1892..... C77

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Craddock, C. E. Where the Battle was Fought. 1894..... C84
Cockett, S. R. Raiders. 1895.... C58
Crockett, S. R. Stickit Minister 1894..... C58s
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Doyle, C. A. Refugees. n. d.... D77
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Thompson, M. Tallahassee Girl, 1893..... T375
Ward, Mrs. E. S. (P). Silent Partner. n. d..... W21
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Wallace, Lew. Prince of India. 2v. n. d..... W15
Warner, C. D. Golden House. 1895 W24
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Weyman, S. J. Under the Red Robe. 1895..... W54u
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Roswell, J. Life of Samuel Johnson. 3v..... B J63
Bigelow, J. William Cullen Bryant 1893..... B B84
Creighton, M. Cardinal Wolsey. 1888..... B W88
Fletcher, C. R. L. Gustavus Adolphus and the Struggle of Protestantism. 1894..... B G97
Freeman, E. A. William, the Conqueror. 1888..... B W67
Froude, J. A. Life and Letters of Erasmus. 1895..... B Er1f
Froude, J. A. Thomas Carlyle. 2vol. in 1. 1882..... BC191f
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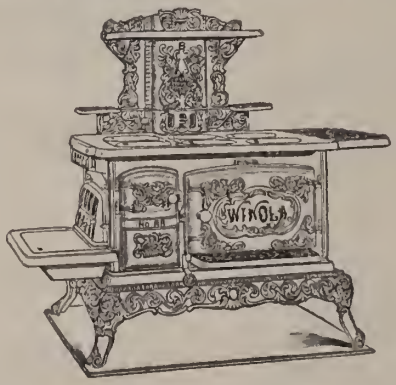
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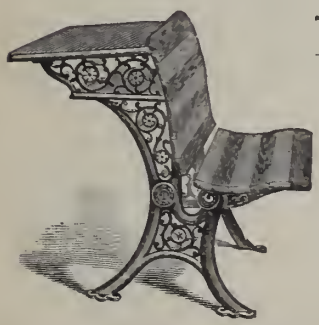
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